

UNIVERSITY OF SOUTHERN DENMARK

CURRICULUM FOR

**MA in International Tourism and Leisure  
Management  
2015**

Revised 2016

FACULTY OF HUMANITIES

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Subject-related part

## **I. Rules for the MA degree programme in International Tourism and Leisure Management**

The MA degree programme in International Tourism and Leisure Management is offered in pursuance of Ministerial Order no. 1520 of 16 December 2013 on Bachelor and Master's Programmes at Universities.

### **A. Objectives and preconditions**

#### **Article 1. The MA degree programme in International Tourism and Leisure Management**

The MA degree programme in International Tourism and Leisure Management is a 2-year full-time programme that comprises 120 ECTS points. The MA degree programme belongs under the Academic Study Board for Design and Tourism and under the corps of external examiners for the censor secretariat for business communication and languages (Censorsekretariatet for erhvervskommunikation og -sprog).

The aim of the MA degree programme is to provide students with a number of subject-specific and subject-related competences – including joint competences in the humanities, communication and business economics.

The MA degree programme provides students with the opportunity, but not the legal right to apply for a postgraduate doctorate.

The MA degree programme builds on the skills acquired by students from their BA educations in areas such as economics, marketing, language, culture and communication. The students who specialise in the field of tourism will work with advanced understandings of communication, innovation, economics and management. These constituent subjects comprise in all 90 ECTS and the final thesis, which can be written in collaboration with a tourism business or organisation, accounts for 30 ECTS.

The course is equally comprised of humanities and social science subjects, which allows students to write their thesis in one of the two areas, should they choose, but they should preferably combine the two.

## **Article 2. Competence description**

**The MA degree programme aims to develop the following:**

**The aim of the MA degree programme is:**

- to ensure that graduates are able to carry out and create relevant jobs, especially in the tourism industry in Denmark and abroad, and collaborate with public and private sector organisations on the basis of advanced skills in business economics, innovation, culture, communication and design, in addition to a high level use of the English language.
- to qualify students to conduct and participate in academic work and to continue in a PhD programme.
- to educate students to become philosophic practitioners

Competence objectives for the programme are divided into general and subject-specific objectives. The general competence objectives are those that will have been acquired by graduates on completion of the programme, while the subject-specific competence objectives relate to the programme's academic core competences. According to the "New Danish qualification framework for higher education", competence objectives are divided into knowledge, skills and competences.

### **General competence objectives:**

Graduates must be able:

1. to delimit and define an academic problem at a high scientific level
2. to investigate, analyse and solve academic problems thoroughly by means of relevant academic theories and methods as well as incorporating current international research
3. to systematise complex knowledge and data as well as critically choose and prioritize particularities that are essential for the topic
4. to master, critically, the field's various theories and methods
5. to employ terms in a precise and consistent manner
6. to argue at a scientific level
7. to initiate and complete an academic dialogue
8. to have a clear focus and consistency in conducting tasks
9. to evaluate sources critically and document these by using references, notes and bibliographies
10. to use language – written and/or spoken – which is topic-oriented, precise and correct
11. disseminate research based knowledge and discuss complex scientific issues, making it relevant and comprehensible for different target groups
12. to control work- and developmental situations that are complex and presuppose new solutions, as well as be able to collaborate, including the ability to receive and give constructive criticism
13. to work independently, in a disciplined, structured and goal-oriented including the ability to meet deadlines and other formalities
14. to use IT as a tool in connection with data analysis, information seeking, and knowledge presentation
15. understand and make use of academic texts in English and in the Scandinavian languages
16. be able to formulate academic English

**Subject-specific competence objectives:**

The subject-specific competence objectives relate to the programme's academic core competences and are divided into knowledge, skills and competences according to the "New Danish qualifications framework for higher education".

**Knowledge and Understanding**

Graduates

- must possess knowledge of one or more subject areas which, in selected fields, is based on the highest international research within tourism studies
- must be able to understand and, on a scientific basis, critically reflect on the knowledge of the subject area(s) as well as to identify scientific issues
- must be able to delimit and define a research or project task at a high scientific level within the field of tourism studies.

**Skills**

Graduates must be able to:

- master the scientific methodologies and tools relevant to tourism studies
- master general skills related to work within tourism and related areas
- use Participatory Inquiry as an inquiry based learning process that interweaves Knowing, Doing, Making and Relating and leverages the participatory nature of communicative interaction between people.

**Competencies**

Graduates must be able to:

- manage work situations and developments that are complex, unpredictable, and require innovative models or solutions
- enter into collaborative partnerships in different learning environments, including being able to accept criticism of their own work, give constructive criticism to others and assume professional responsibility
- independently take responsibility for his/hers own professional development, learning and specialisation in the field of tourism
- pursue an inquiry by moving from experiment to experiment as they open up and explore a range of perspectives on that inquiry.

The connection between the qualifications framework for higher education, the programme's competence objectives and the learning goals of the individual subject areas can be found in appendix 1.

**Article 3. Students' opportunities for contact with relevant research environments**

Students may engage with research activities at the Centre for Tourism, Innovation and Culture, SDU Design, the BEST Education Network, and relevant conference activities.

**Article 4. Employment profile**

A graduate in International Tourism and Leisure Management has in-depth knowledge of the field of tourism based on thorough, independent, and development-oriented study skills. Dur-

ing the programme, the graduate has acquired insight into the societal, environmental, economic, social and cultural relations that make up the basis for the tourism industry and its organisations at national and international levels. The graduate is able to demonstrate a broad theoretical knowledge foundation based on new research within areas such as in business economics, innovation, culture, communication and design, in addition to a high level use of the English language. In addition, the graduate has developed competences within tourism organisations and the industry. Based on the above, the graduate is able to critically reflect upon and generate relevant theoretical and methodological questions. As a philosophic practitioner, the graduate is able to manage work situations and developments that are complex, unpredictable, and require innovative models or solutions in the field of tourism.

#### **Article 5. Admission requirements**

The following subjects must be covered by the student's bachelor study programme to qualify for admission to the Master's programme in International Tourism and Leisure Management:

- Business Economics
- Economics
- Marketing
- Statistics
- English language
- Philosophy of Science
- Culture/Communication

#### **Language requirements**

B level in English is required. For international students the language requirements consist of either an English language test (e.g. TOEFL, IELTS etc.) or documentation for minimum 210 hours of English at an upper secondary school (C1 level), irrespective of the student having completed his or her bachelor study programme in English.

#### **Legal claim:**

A Bachelor programme completed at a university confers the right to be enrolled in a Master's programme that is a natural superstructure to the Bachelor programme's subject area(s) at the same university in direct continuation of the completed Bachelor programme.

This includes the following Bachelor programmes for Master's programmes in International Tourism and Leisure Management (120 ECTS points):

- *Bachelor of Arts (BA) in Business, Language and Culture (International Tourism and Leisure Management)*

#### **Admission – other:**

The following BA degrees from the University of Southern Denmark and from other universities give access to the postgraduate degree:

- BA Negot
- HA Erhvervsøkonomi – Strategisk Kommunikation
- Professionsbachelor i International Hospitality Management
- Professional Bachelor in International Hospitality Management

- Professionsbachelor i Leisure Management
- BA in Leisure Management
- BSc in Business, Language and Culture
- BSc in Business, Asian Culture and Communication
- HA (kom) – Erhvervsøkonomi og Virksomhedskommunikation

**Article 6. Title**

The Master's programme in International Tourism and Leisure Management entitles graduates to the title of:

Danish: Cand.negot. (International Turisme og Fritidsmanagement)

English: Master of Arts (MA) in Business, Language and Culture (International Tourism and Leisure Management)

## **B. Structure and progression**

### **Article 7. Academic progression and context**

The master's programme in International Tourism and Leisure Management consists of

- Constituent subjects, 90 ECTS points
  - including the thesis, 30 ECTS points
- Elective subjects, 30 ECTS points

The MA degree programme builds on the skills acquired by students from their BA educations in areas such as economics, marketing, language, culture and communication. The students specialising in the field of tourism will work with advanced understandings of communication, sustainability, innovation, economics and management. These constituent subjects comprise in all 90 ECTS and the final thesis, which can be written in collaboration with a tourism business or organisation, accounts for 30 ECTS.

The first semester consists of subjects in sustainable tourism development, strategic communication, tourism economics and project management. Students are exposed to different collaborative methods of group work, including participatory inquiry, field trips and guest lecturers, which support the overarching programme aim of educating philosophic practitioners.

The second semester consists of innovation, market research methods and tourism co-design where students identify and create tourism environments, programs and opportunities for the future. Students will engage participatory inquiry based group projects and actively involve stakeholders, users and practitioners in their particular contexts to develop tourism concepts, products or services and to explore relevant theory and related research questions. This supports the aim ensuring that graduates are able to carry out and create relevant jobs, especially in the tourism industry in Denmark and abroad.

Elective subjects accounting for 30 ECTS points are available during the third semester, which may be combined with an internship or studies abroad. This qualifies students to conduct and participate in academic and industry related work.

The final semester is dedicated to thesis writing based on delimitation and definition of a subject area, and clear, scientific problem that is productive in relation to the chosen area. In accordance with the programme aims, thesis receiving the highest possible grades enables students to continue in a PhD programme.



The academic progression of the programme is indicated in the table below. With the exception of elective subjects, the fields of the same colour show that there is a progression between the disciplines.

Progression for the master's programme in International Tourism and Leisure Management, Track A

4th sem.	Counselling					Teaching per week
	30 ECTS				30	ECTS points
	Thesis					
3rd sem.						Teaching per week
	30 ECTS points				30	ECTS points
	Study abroad					
2nd sem.	4 h/week	3 h/week	3 h/week	10 h		Teaching per week
	15 ECTS points	7,5 ECTS points	7,5 ECTS points	30		ECTS points
	Tourism Co-Design	Innovation Management	Market Research Methods			
1st sem.	3 h/week	3 h/week	3 h/week	2 h/week	11 h	Teaching per week
	7,5 ECTS points	7,5 ECTS points	7,5 ECTS points	7,5 ECTS points	30	ECTS points
	Sustainable Tourism Development	Strategic Communication	Leisure and Tourism Economics	Project Management		

Progression for the master's programme in International Tourism and Leisure Management, Track B

4th sem.	Counselling					Teaching per week
	30 ECTS				30	ECTS points
	Thesis					
3rd sem.	3 h/week	3 h/week	3 h/week		9	Teaching per week
	10 ECTS points	10 ECTS points	10 ECTS points		30	ECTS points
	Current Issues in Tourism	Intra and Entrepreneurship Theory and Policy	Social Design			
2nd sem.	4 h/week		3 h/week	3 h/week	10 h	Teaching per week
	15 ECTS points		7,5 ECTS points	7,5 ECTS points	30	ECTS points
	Tourism Co-Design		Innovation Management	Market Research Methods		
1st sem.	3 h/week	3 h/week	3 h/week	2 h/week	11 h	Teaching per week
	7,5 ECTS points	7,5 ECTS points	7,5 ECTS points	7,5 ECTS points	30	ECTS points
	Sustainable Tourism Development	Strategic Communication	Leisure and Tourism Economics	Project Management		

## **Article 8. Principles for choosing types of teaching and examination**

### ***Learning process philosophy***

As our principal aim for the programme is to educate today's students to become philosophic practitioners of tomorrow, it is important to create a learning environment that takes the challenges of that future practice into account from both research and practice perspectives. As such we have developed, and will continue to develop, a unique approach to learning that we choose to call Participatory Inquiry. The approach is a specific implementation of The humanities model, see below.

Participatory Inquiry is an inquiry based learning process that interweaves Knowing, Doing, Making and Relating, and leverages the participatory nature of communicative interaction between people. Learning emerges as thematic patterns of meaning or *Knowing* in the ongoing relating between those involved in such an inquiry: *Relating*. Participatory Inquiry brings co-design processes, methods, tools and interventions into play in order to explore and expand the inquiry. In this regard learning is also considered as understanding in practice and as situated in that practice: *Doing* and *Making*.

Participatory Inquiry is a collaborative, project oriented, task and practice-based process of inquiry, driven by action research that engages both faculty and students in a co-generative and co-learning research and development endeavour. A process of inquiry that enables the students to bring theory acquired from their lectures or analysis based learning into play with the theory and skills they discover through their own practice. Students are encouraged to identify tasks and opportunities that are open ended or "wicked," in that a number of resolutions can apply.

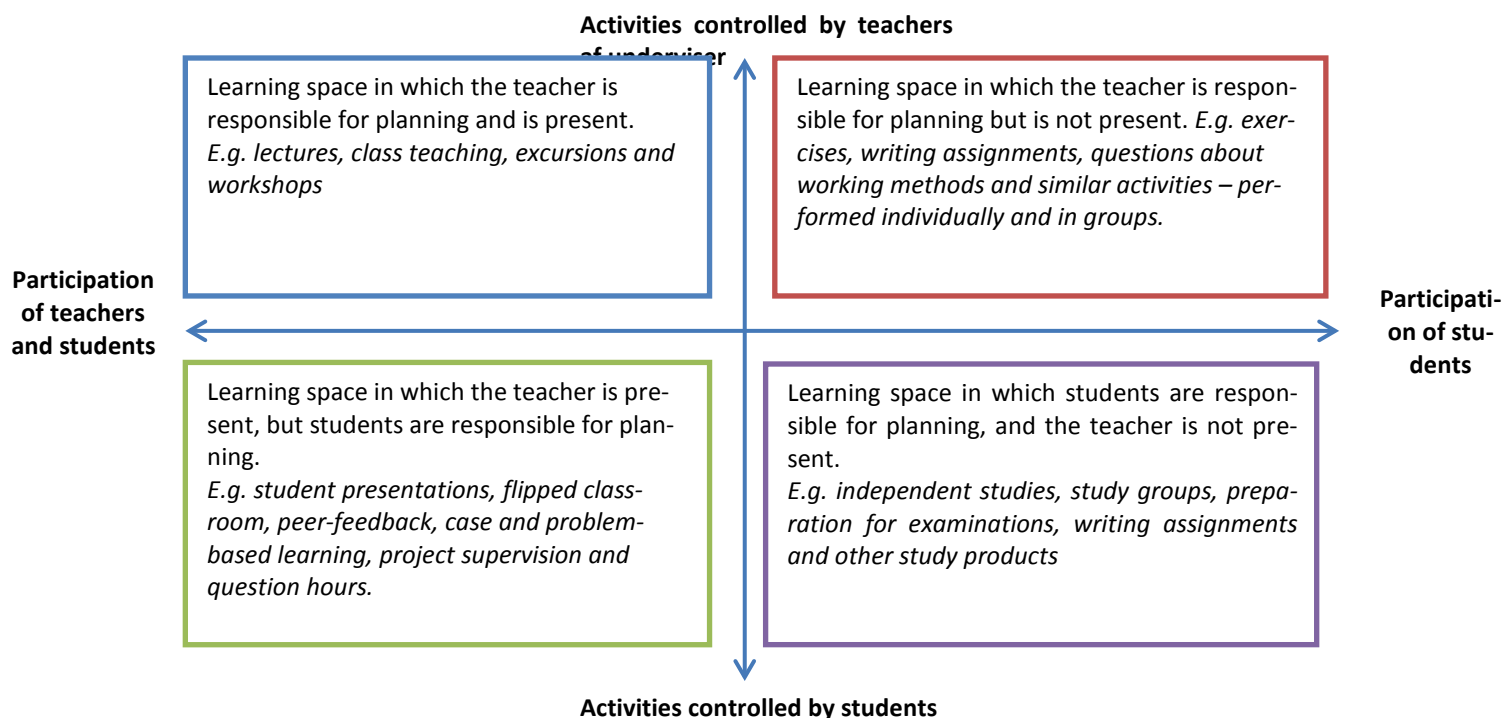
Students pursue their inquiry by moving from experiment to experiment as they open up and explore a range of perspectives on that inquiry. In the process they engage, direct and critically reflect on their learning and on the social dimensions of working with others as they navigate the highly contingent, dynamic and emergent flux of a tourism design, innovation or research task, or simply a field of inquiry. A field of inquiry that can either be used to explore the analysis of research phenomena or to enable the development of concepts and solutions for tourism design or participatory innovation tasks.

### ***Humanities model for active learning and activating teaching***

The humanities model is a platform for developing and structuring activating teaching and active learning at the Faculty of Humanities. The model thus puts into practice the educational principles of the University of Southern Denmark: activating teaching and active learning. The model is based on the fact that active learning can be realised by taking part in many different types of teaching and learning activities. At the same time, it shows how teaching can have an activating effect in various ways.

The humanities model is based on the view that different types of teaching and learning activities take place in different spaces, which are defined by the respective roles and responsibilities of teachers and students. The model makes it clear that students have different tasks and roles during the course of their studies, including participation in various activities and contributing a variety of products.

Students' teaching and learning activities are organised in and framed by four learning spaces:



The teacher plans and performs activating teaching, which includes:

- involving all four learning spaces with due regard to the learning outcomes for the individual subject,
- clarifying students' responsibilities in relation to participation in the various learning spaces,
- supporting students' acquisition of study skills to work in the various learning spaces.

The teacher must therefore reflect on which activities to place in each of the four learning spaces and how these activities are connected with the learning outcomes and assessment of the programme. The programme management must ensure that students all-in-all are activated in all four learning spaces each semester and that teachers' specific qualifications and areas of expertise are utilised in the best possible way when implementing the model.

The model brings to light the fact that students have different responsibilities, tasks and roles in connection with participating in the various learning activities. They are expected to supply various types of products and outputs in the various learning spaces in order to become aware of and familiar with different types of learning activities and types of assignment.

#### Learning space in which the teacher is responsible for planning and is present

This learning space will typically contain lectures and class teaching with the inclusion of activating elements, excursions and workshops, and students will participate by asking questions, for instance, reflecting, taking notes and contributing to discussions in groups and in class as a whole.



Examples of activating elements in this connection could be **brainstorming, questions arising from reflection, quizzes, drawing up concept diagrams, etc.**, that the teacher can make use of.

### Learning space in which the teacher is responsible for planning, but is not present

This learning space will typically contain group work, exercises, problem solving and similar activities that have been framed by the teacher and in which students play an active role.

➡ *Examples of activities could be working on questions about working methods relating to the syllabus, **log books**, contributions to **blogs** or **wikis**, **collecting material** for personal or group portfolios, **fieldwork**, etc.*

### Learning space in which the teacher is present, but students are responsible for planning the specific activities

This learning space will typically contain group presentations, supervision, question hours and similar activities. Students play an active role in the by doing presentations, for example, by responding to their fellow students' presentations, possibly with alternating opponent roles, taking the initiative for and preparing supervision. There can be individual as well as group-based work in all cases.

➡ *This learning space will typically contain **group presentations**, **project supervision**, **flipped classroom**, **peer-feedback**, **case- and problem-based learning** and **questions hours**.*

### Learning space in which students are responsible for planning and the teacher is not present

➡ *This learning space will contain students' **independent studies**, active participation in **self-organised study groups**, joint preparation for examinations, writing **assignments** and other study products*

The humanities model is a general model that applies to all programmes that belong to the Faculty of Humanities. It is both a description of existing practice in humanities programmes, in which activating forms of education already play a major role, and an indicator in relation to the further development of teaching and learning at the faculty. The Academic Study Boards for the individual programmes determine in detail how the model will come to expression in the programme in question.

The teaching spaces/study spaces students are activated in with regard to the individual disciplines are shown in the table below.

#### Master's programme in International Tourism and Leisure Management

The table is provisional and gives an overview over learning spaces used in the individual subjects

	Learning space	Learning space	Learning space	Learning space
	<b>Teacher</b> is responsible for planning and is present	<b>Teacher</b> is responsible for planning and is not present	Teacher is present, but <b>students</b> are responsible for planning	<b>Students</b> are responsible for planning and the teacher is not present
Academic subjects	<i>E.g. lectures, class teaching</i>	<i>E.g. group work, exercises, writing assignment</i>	<i>E.g. student presentations, flipped classroom, peer-feedback, case and problem-based learning, project supervision and question hours.</i>	<i>E.g. independent studies</i>

1st semester				
Sustainable Tourism Development	√	√	√	√
Strategic Communication	√	√	√	
Leisure and Tourism Economics	√			
Project Management	√	√	√	
2nd semester				
Tourism Co-Design	√	√	√	√
Market Research Methods	√	√		√
Innovation Management	√		√	√
3rd semester				
Internship		√	√	√
International Tourism Studies	√			
Current Issues in Tourism	√	√	√	√
Intra and Entrepreneurship Theory and Policy	√	√	√	√
Social Design	√	√	√	√
4th semester				
Master's thesis				
	√		√	√

## The process model and list of examinations

### Article 9. The process model – courses and exams

#### Master's programme in International Tourism and Leisure Management (120 ECTS)

Academic subject			Teaching during				Examination during	Project-oriented course of study	ECTS points weighting
Title of academic subject	Department responsible for academic subject	Described in Article	1st semester	2nd semester	3rd semester	4th semester	Semester		
Sustainable Tourism Development	DDC	18	3				1 <sup>st</sup>		7.5
Strategic Communication	DDC	19	3				1 <sup>st</sup>		7.5
Leisure and Tourism Economics	DERM	20	3				1 <sup>st</sup>		7.5
Project Management	DERM	21	2				1 <sup>st</sup>		7.5
Tourism Co-Design	DDC/MCI	22		4			2 <sup>nd</sup>		15
Market Research Methods	DERM	23		3 <sup>**</sup> )			2 <sup>nd</sup>		7.5
Innovation Management	DERM	24		3			2 <sup>nd</sup>		7.5
International Tourism Studies*)	DDC/DERM	25			X		3 <sup>rd</sup>	X	30
Thesis	DDC/DERM	30				x	4th		30
			11	10					120

\*) International Tourism Studies are comprised by two tracks, TRACK A and TRACK B.

\*\*) 33 hours (3 hours per week for 11 weeks) and 3 weeks group project work with counselling.

**TRACK A:**

Academic subject			Teaching during				Examination during	Project-oriented course of study	ECTS points weighting
Title of academic subject	Department responsible for academic subject	Described in Article	1st semester	2nd semester	3rd semester	4th semester	Semester	Place a x	
Study abroad *)	-				X		3 <sup>rd</sup>		30

\*) The study abroad stay weighting 30 ECTS in total may be substituted by a study abroad stay weighting 10 ECTS and an internship (see article 29) weighting 20 ECTS

**TRACK B:**

Academic subject			Teaching during				Examination during	Project-oriented course of study	ECTS points weighting
Title of academic subject	Department responsible for academic subject	Described in Article	1st semester	2nd semester	3rd semester	4th semester	Semester	Place a x	
Current Issues in Tourism*	DDC				3		3 <sup>rd</sup>		10
Intra and Entrepreneurship Theory and Policy*	DERM				3		3 <sup>rd</sup>		10
Social Design*	MCI				3		3 <sup>rd</sup>		10

\*) 2 of the electives under TRACK B may be substituted by an internship (see article 29), weighting 20 ECTS



## Article 10. List of examinations

Master's programme in Tourism and Leisure Management (120 ECTS)

Academic subject	Examination, references, etc.					
	Type of examination	External examiner	Duration of examination	Grading	ECTS points weighting	Des. in Article
<b>1st semester</b>						
Sustainable Tourism Development	Oral examination on the basis of open home assignment	Internal	Oral 15+45 min.	7-point grading scale	7.5	16
Strategic Communication	Set home assignment	Internal	1 week	7-point grading scale	7.5	17
Leisure and Tourism Economics	Open home assignment	External	-	7-point grading scale	7.5	18
Project Management	Oral examination on the basis of home assignment	Internal	3 x 8 hours (ass.) 20 min. oral	7-point grading scale	7.5	19
<b>2nd semester</b>						
Tourism Co-Design	Oral examination on the basis of home assignment	Internal	15 per group + 30 per individual	7-point grading scale	15	20
Market Research Methods	Oral examination on the basis of written report	Internal	20 min. oral	7-point grading scale	7.5	21
Innovation Management	Oral examination on the basis of group synopsis	External	20 min. oral	7-point grading scale	7.5	22
<b>3rd semester</b>						
<b>International Tourism Studies</b>						<b>23</b>
<b>TRACK A:</b>						
Study abroad stay or					30	
Study abroad stay + internship	Open home assignment	Internal		7-point grading scale	(10) (20)	23 27
<b>TRACK B:</b>						
Current Issues in Tourism	Open home assignment	Internal	-	7-point grading scale	10	24
Intra and Entrepreneurship Theory and Policy	Oral on the basis of home assignment	External	30 min. oral	7-point grading scale	10	25
Social Design	Home assignment + oral pres. + oral exam	External	25 min. oral pres. + 20 min. oral exam	7-point grading scale	10	26
(Internship (TRACK B))	Home assignment	Internal	-	7-point grading scale	(20)	27
<b>4th semester</b>						
Thesis	Written thesis + oral	External	1 hour oral	7-point grading scale	30	29
ECTS points in total					120	

## **C. Specific definitions and examination provisions for the programme**

### **Article 11. Joint provisions**

The Joint provisions for humanities programmes at the University of Southern Denmark, cf. Section IV of the curriculum, contain definitions of:

- ECTS points (Article 21)
- Standard page (Article 20)
- Letters plus open spaces (Article 23)

There are also rules for:

- Master's thesis (Article 13)
- Resume, master's thesis (Article 14)
- Individual examinations and group examinations (Article 9)
- Internal and external examinations (Article 7)
- Spelling and writing skills (Article 8)
- Examination language (Article 10)
- Credit transfers/exemptions (Article 19)
- Rules regarding termination of enrolment due to lack of study activity (Article 25)
- Rules regarding deadlines for completing programmes (Article 26)

### **Article 12. Conditions for attending teaching**

There are no conditions for attending teaching unless otherwise stated in the description of the individual discipline.

### **Article 13. Attending teaching**

Examinations which are taken as part of the course activity require active, regular and satisfactory attendance in the course in question. Active attendance includes participation in course related activities, such as the preparation of oral presentations, short written assignments, etc. The definition of active participation is laid out by the lecturer at the beginning of each course. Regular attendance means attendance of at least 80% of the lectures and course activities. Satisfactory means that written assignments and presentation are assessed as "passed".

### **Article 14. Examinations completed using a computer**

All campus-based written examinations must be completed using a computer, unless otherwise indicated in the descriptions of the discipline. The University of Southern Denmark's code of practice applies to campus-based written examinations completed using a computer. [http://www.sdu.dk/Om\\_SDU/Fakulteterne/Humaniora/Ledelse\\_administration/Materialesamling](http://www.sdu.dk/Om_SDU/Fakulteterne/Humaniora/Ledelse_administration/Materialesamling)

### **Article 15. Language of instruction and examination language**

The language of instruction and examination is English.

## II. Description of Master's programme disciplines

### Article 16. Sustainable Tourism Development

Changed, see Article 32

**a. The scope of the course:**

Semester: 1st

Weighting: 7.5 ECTS points

3 hours per week for 13 weeks equivalent to 210 working hours

Academic activities that support studies:

Excursions	5 hours
Guest lectures	5 hours
Supervision	1 hours
Response to assignments	1 hours
Student presentations	3 hours

**b. Description of objectives:**

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below) which promotes and examines the students' knowledge, skills and competencies in the following points:

***Knowledge and Understanding***

The student:

- will co-construct advanced and critical understandings of sustainable tourism development
- will understand the cultural construction of the concept, its theoretical and empirical dimensions, key drivers and attempts at implementation
- delimit and define a research or project task at a high scientific level within the field of sustainable tourism development.

***Skills***

The students must be able to:

- master the scientific methodologies and tools relevant to tourism studies
- master general skills related to work within tourism and related areas
- use Participatory Inquiry as an inquiry based learning process that interweaves Knowing, Doing, Making and Relating and leverages the participatory nature of communicative interaction between people.

***Competencies***

The students must be able to:

- enter into collaborative partnerships in different learning environments, including being able to accept criticism of their own work, give constructive criticism to others and assume professional responsibility

- independently take responsibility for his/hers own professional development, learning and specialisation in the field of sustainable tourism development
- pursue an inquiry by moving from experiment to experiment as they open up and explore a range of perspectives on that inquiry.

c. **Content of the academic discipline**

The course addresses relevant ethics, stakeholders and various drivers of sustainable tourism development, including the public sector, corporate social responsibility, the industry, non-government organisations and tourists as consumers. Different interpretations of sustainable tourism are analysed. Theoretical and empirical interpretations of sustainable tourism development are discussed with a holistic focus on ecological, economic, social, and cultural relations. A number of cases are used to analyse empirical potentials for the sustainable development, innovation, design and management of tourism.

d. **Forms of instruction and work:**

Teaching takes the form of case-based group projects, lectures, student presentations, discussions and online activities. Significant levels of group activity are expected of students in relation to the co-construction of knowledge, case presentations and discussions.

Teaching must be organised in such a way as to support the humanities model for active learning and activating teaching as described in Article 8. The teacher must inform students about how study activities are organised on commencement of teaching.

e. **Syllabus:**

The syllabus comprises of a maximum of 800 standard pages.

f. **Assessment criteria:**

With due regard to the type of examination and the level of studies, importance is attached to the degree to which students' performances live up to the goal description and the degree to which they master the general competence objectives mentioned in Article 2.

Grades are given in accordance with the degree to which the objectives described have been fulfilled, as stated in the ministerial order on grading.

g. **Examination requirements:**

The course concludes with an open home assignment. The teacher can, however, lay down a thematic framework within which the assignment should be written. The topic of the assignment is chosen by the students in consultation with the teacher.

Examination form: Oral examination on the basis of co-authored group assignment

*Home assignment:*

Number of pages: 10-12 standard pages per student.

Multiple participants: Yes, 2-5 per group

*Oral examination:*

Duration:	15 minutes' group presentation of the group project as a whole. Thereafter, for maximum 45 minutes in total, the group members will individually present their perspective on the project by exploring one or two related issues that have arisen in the course of their project by posing relevant research questions. The group members must not be present in the exam room before they are to be examined individually.
Second examiner:	Internal
Assessment:	7-point grading scale
Weighting:	7.5 ECTS

*Re-examination requirements:*

Re-submission is not required. The research question must be approved by the teacher. The extent of the revision must be reduced proportionally to the original number of group members.

Oral re-examination: 15 minutes individual presentation by exploring one or two related issues that the examiners found to be insufficient with regard to a particular student and the group project.

## **Article 17. Strategic Communication**

**a. The scope of the course:**

Semester: 1st

Weighting: 7.5 ECTS points

3 hours per week for 13 weeks

Language of instruction: English

Academic activities that may support studies:

Guest lectures 2 hours

Question hour 1 hours

**b. Description of objectives:**

The student will be able to understand an organisation's strategic communication with stakeholders.

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. f. below) which promotes and examines the students' knowledge, skills and competencies in the following points:

The course aims to develop the following target skills:

***Knowledge and Understanding***

The student must:

- possess knowledge within the field of strategic communication and understand characteristics of internationally oriented tourism organizations' communication
- be able to understand and, on a scientific basis, critically reflect on the knowledge of strategic communication

- be able to delimit and define a problem at a high scientific level within the field of strategic communication

### **Skills**

The student must:

- be able to critically assess the various theories and methods within strategic communication
- be able to make precise and consistent use of concepts and terminology
- be able to thoroughly investigate, critically analyse, limit and solve problems by
- use of relevant scientific theories and methodologies in strategic communication

### **Competencies**

The student:

- be able to develop and implement communication strategies in relation to tourism organisations' stakeholders aligned with organisational goals

#### **c. Content of the academic discipline**

The course introduces central organisational and communication theories that offer insight into the characteristics of internationally oriented tourism organisations' communication. Furthermore, communication strategies and implementation hereof in relation to the organisations' stakeholders and alignment with organisational goals are discussed and compared to extant theory.

#### **d. Forms of instruction and work:**

Teaching takes the form of lectures, discussions and discussion papers.

Teaching must be organised in such a way as to support the humanities model for active learning and activating teaching as described in Article 8. The teacher must inform students about how study activities are organised on commencement of teaching.

#### **e. Assessment criteria:**

With due regard to the type of examination and the level of studies, importance is attached to the degree to which students' performances live up to the description of objectives and the degree to which they master the general competence objectives mentioned in Article 2.

Grades are given in accordance with the degree to which the objectives described have been fulfilled, as stated in the ministerial order on grading.

#### **f. Examination requirements:**

Examination form:	Individual or group set home assignment.
Duration:	1 week
Number of pages:	10-12 standard pages per student. In groups of 2-4 students, the number of pages per student is reduced to 9-11 per student. Individual contributions must be identified
Multiple participants:	Yes, max. 4 students per group
Second examiner:	Internal
Assessment:	7-point grading scale
Weighting:	7.5 ECTS

*Re-examination requirements:*

A new question will be uploaded for the re-examination. Uploads of revised assignments from the ordinary exam will thus not be accepted.

**Article 18. Leisure and Tourism Economics**

**a. The scope of the course:**

Semester: 1st

Weighting: 7.5 ECTS points

3 hours per week for 11 weeks

Academic activities that support studies may include:

Guest lectures	3 hours
Supervision	20 hours
Response to assignments	5 hours
Student presentations	5 hours

**b. Description of objectives:**

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below) which promotes and examines the students' knowledge, skills and competencies in the following points:

***Knowledge and understanding***

The student must

- Possess knowledge within the field of leisure and tourism economics
- Be able to understand and, on a scientific basis, critically reflect on the knowledge of leisure and tourism economics
- Be able to define and delimit a relevant problem within the field of leisure and tourism economic

***Skills***

The student must

- be able to critically assess the various theories and methods within leisure and tourism economics
- be able to make precise and consistent use of concepts and terminology
- be able to define, analyse and critical discuss the results of an investigation by
- use of relevant scientific theories and methodologies in leisure and tourism economics

***Competencies***

The student must

- be able to identify and analyse economic issues at the destination and/or business level
- be able to reflect on what consequences the economic issues have for management.

**c. Content of the academic discipline**

The course will focus on the interplay between investigations of agent behaviour on the demand side and business supply and development of products and services. The course works with a series of methods that enables the student to have a detailed view of leisure and tourism economics.

- Presentation of demand models and forecasting methods for investigation of tourist's choices of destination and attraction including the role of the seasonal element.
- Presentation of tourism supply theories
- Presentation of models for measuring the economic contribution of tourism to the regional or national economy or of specific tourism initiatives.
- Presentation of models for measuring the net benefits of tourism.

d. **Forms of instruction and work:**

Lectures, exercises, survey of cases, student presentations.

Teaching must be organised in such a way as to support the humanities model for active learning and activating teaching as described in Article 8. The teacher must inform students about how study activities are organised on commencement of teaching.

e. **Syllabus:**

Textbook, articles and cases. In total approximately 500 pages.

f. **Assessment criteria:**

With due regard to the type of examination and the level of studies, importance is attached to the degree to which students' performances live up to the goal description and the degree to which they master the general competence objectives mentioned in Article 2.

Grades are given in accordance with the degree to which the objectives described have been fulfilled, as stated in the ministerial order on grading.

g. **Examination requirements:**

Students complete an open home assignment that includes performing the elements in accordance with the course objectives (listed under b). The topic is decided in consultation with the teacher.

Examination form: Open home assignment in groups or individually.

Number of pages: Max. 10 standard pages per student excluding supplementary material.

Multiple participants: Yes, 2-3 students. Individual contributions must be identified.

Second examiner: External

Assessment: 7-point grading scale

Weighting: 7.5 ECTS

*Re-examination requirements:*

Resubmission of revised home assignment. The revision may take its point of departure in the subject of the ordinary exam. The extent of the revision must be reduced proportionally to the original number of group members.



## Article 19. Project Management

a. **The scope of the course:**

Semester: 1<sup>st</sup>

Weighting: 7.5 ECTS points

2 hours per week for 14 weeks

b. **Description of objectives:**

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below) which promotes and examines the students' knowledge, skills and competencies in the following points:

***Knowledge and understanding***

The aim of this course is that the student develops a knowledge of and an understanding of the most important concepts, theories, and methods within the project management discipline. The four elements listed below (c) points out the specific knowledge areas.

***Skills***

The student must be able to:

- describe and compare project management models and techniques and access their underlying assumptions.
- critically assess different theoretical approaches to project planning and management and discuss their feasibility under different contingencies.
- analyze and reflect on critical issues associated with the use of specific project management techniques. Such critical assessment includes both considerations of the main assumptions of the theoretical model, its limitations, and the challenges that may occur when the theoretical model is put into practical use.
- design suitable organizational structures and chose relevant project management techniques and tools to support the launch, planning, execution and termination of new initiatives under different contingencies.

***Competencies***

Based on the knowledge and skills acquired during this course, it is the aim that the student in a competent fashion will be able to analyze projects and project processes, and thereby make valuable contributions to management and leadership. It is the aim that the student develops a generic competence in project management, which spans across a wide range of project types and project environments. In the course and at the exam, such competence will be tested based on known and unknown cases.

c. **Content of the academic discipline**

The course content is divided into four main elements.

- *Element 1: Models of project characteristics and selection of projects!*  
*Element 1 first introduces the main project concept and describes a project and the features that characterise projects as well as the rationales behind the establishment of the project organisation. Next, this element presents the process behind the selection of specific projects, and provides insight into the issues that relate to*

*resource needs associated with projects, the strategic project planning process and the analysis of the stakeholders associated with a project.*

- *Element 2: Theory and techniques of planning and budgeting of projects!*  
Element 2 first introduces and discusses the tools that the supervisor may use in connection with the overall planning of projects. It further introduces and discusses tools used for budgeting of projects, including cost estimation, earned value and the purchase of resources.
- *Element 3: Theories and techniques for scheduling, planning, project monitoring and reporting.*  
The third element discusses theories, tools and techniques for more specific project scheduling and planning, including detailed estimation of resource use and allocation of resources. Then the element will provide an insight into project monitoring tools which can be used continuously by the supervisor. Finally, element 3 introduces and discusses tools and methods that are relevant in the context of reporting, presentation and completion of projects.
- *Element 4: Project Manager, project organisation and project team!*  
Element 4 will encompass theories concerned with organisational problems that arise in connection with projects, including the interactions and the allocation of responsibilities between the project manager and the project organisation.

d. **Forms of instruction and work:**

Lectures, case work and plenum discussions in English. E-learning activities on Blackboard. The first eleven weeks will be taught with MSc Strategic Entrepreneurship 1. Semester (mandatory) and Cand.merc. International Virksomhedsudvikling and Cand.merc. Styling og Ledelse (both elective).

In the remaining weeks of the semester, lectures will take the form of class supervision for three separate group assignments. These three assignments constitute the examination requirements (see below)

Teaching must be organised in such a way as to support the humanities model for active learning and activating teaching as described in Article 8. The teacher must inform students about how study activities are organised on commencement of teaching.

e. **Syllabus:**

Book chapters and articles announced at the beginning of the course.

f. **Assessment criteria:**

With due regard to the type of examination and the level of studies, importance is attached to the degree to which students' performances live up to the goal description and the degree to which they master the general competence objectives mentioned in Article 2.

Grades are given in accordance with the degree to which the objectives described have been fulfilled, as stated in the ministerial order on grading.

g. **Examination requirements:**

The examination requirements consist of three separate assignments. The assignments are conducted in groups. Each assignment will reflect different project management tasks as included in element 1-4 (see above). The groups must hand in the three assign-

ments as one piece no later than one week after the last lecture. The three assignments consist of a non-familiar case for which the team has to produce parts of a project proposal for a fictive decision maker. In addition to the project proposal, the team deals with different analyses of project selection, planning, execution, and termination. The proposal and analyses must be delivered as a powerpoint presentation + additional material to support the presentation. Each team produces one presentation which covers the whole case. In the power point presentation, the questions for the three sub- assignments must be identifiable. Each question must correspond to an oral presentation lasting maximum 5 minutes.

Examination form: Oral examination on the basis of home assignment

*Home assignment:*

Number of pages: max 10 pages

Multiple participants: Yes, Assignments will be done in groups of 3-4 participants

Estimated work-load for the home assignment: 3 times 8 hours pr. student.

*Oral examination:*

Immediately prior to the oral examination the examiners draw lots on which question from the home assignment the student is to present. After the 5 minutes presentation the examiner examines the student in the subjects covered in the presentation and in the knowledge, that the student has gained about the theories covered by the literature.

Duration: 20 minutes including assessment

Preparation: No

Second examiner: One internal

Assessment: 7-point grading scale

Weighting: 7.5 ECTS

*Re-examination requirements:*

Submission of home assignment which forms the basis of the oral re-examination. Assignment from the ordinary exam may be re-submitted or revised assignment based on the same subject as at the ordinary exam.

## **Article 20. Tourism Co-Design**

Changed, see Article 32

**a. The scope of the course:**

Semester: 2nd

Weighting: 15 ECTS points

4 hours per week for 13 weeks equivalent to 420 working hours, including necessary group project work and related coaching activities.

Academic activities that support studies may include:

Ongoing weekly project supervision: 65 hours  
Ongoing response to project assignments: 26 hours  
Response to completed assignments: 30 hours  
Exam preparation: 30 hours  
Guest lectures: 15 hours  
Student excursions and field work in relation to project work: 26 hours.

b. **Description of objectives:**

This course introduces the concept and practice of Tourism Co-Design to identify and create tourism environments, programs and opportunities for the future. The focus will be on collaborative design and development with others. Students will be asked to engage participatory inquiry based group projects where they will actively involve stakeholders, users and practitioners in their particular contexts in order to develop tourism concepts, products or services and to explore relevant theory and related research questions.

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below) which promotes and examines the students' knowledge, skills and competencies in the following points:

Upon completion of this course the students will be expected to be able to:

***Knowledge and understanding***

- Understand the theories related to the collaborative design and development of tourism concepts, products and services
- Understand and, on a scientific basis, reflect on knowledge of the field of tourism design and development and identify current scientific issues.

***Skills***

- Demonstrate a fundamental understanding of a tourism co-design process
- Develop tourism industry related knowledge, skills and competencies
- Organise development situations that are complex, unpredictable and require new solutions
- Pilot these with the relevant organisations, stakeholders, users and other professional disciplines
- Identify opportunities rather than just solve problems.

***Competencies***

- Reflect and act on what it means to be critical, ethical, reflective practitioners
- Reflect and act on how to navigate dynamic organisational environments
- Reflect and act on the demands of becoming tomorrow's organisational practitioners
- Reflect and act on the social dynamics of working with others in group work
- Individually and collaboratively be able to concisely present complex issues to others through the use of text, visual and oral means
- Take individual and collective responsibility to critically reflect and act on own development and learning
- Use digital technology, infrastructure and social media to be able to engage virtual learning environments
- Develop and share digital portfolios as ongoing reflections of their processes

- of learning and inquiry
- Relate the learning from other tourism courses to their tourism co-design project

In particular, the students' learning will be assessed on their mastery of and ability to reflect on the course content, their experience of actual practice and their ability to apply the theories, processes, methods, tools and interventions that are related to collaborative design in the field of tourism. They will also be assessed on their ability to co-produce a visual and text based reflection of their project work that demonstrates an ability to explore relevant research questions that have arisen in the course of their project. The visual aspects of a co-production can include, for example, posters, video and digital or theatre presentations or a combination. Students will also be assessed on a) the thoughtfulness and precision of their response in an oral examination, b) their ability to reflect on their own development and learning process and c) their demonstration of due consideration for the aims of the course.

Students will be expected to design and develop concepts, products and services that are grounded in their involvement of others throughout their project. Emphasis will be on how the students venture into new ground, identify new opportunities and address current issues in tourism. An alternative can be an entrepreneurship outcome that describes how a new tourism business endeavour could be developed based on a concept, product or service.

c. **Content of the academic discipline**

The course focuses on the concept, process, methods, tools interventions and practice of tourism co-design and may involve the following areas:

Ethnography - involving stakeholders and users in the field

Design anthropology - the role of the tourism practitioner and their practice in change situations

Participatory innovation - complex processes of relating

Interaction design - designing meaningful tourism experiences

Theatre methods - staging and performing tourism concepts, products and services

Business modelling - developing tangible representations of business concepts

Entrepreneurship - designing a business to realise a concept, product or service

Strategic communication - designing strategic and visual communication material

Sustainability – co-designing for sustainable tourism futures

d. **Forms of instruction and work:**

*Group work, discussions, lectures, oral and visual presentations*

Co-design is a process of inquiry, a participatory inquiry that is learning driven. As such, the course group work will be carried out as a Participatory Inquiry; a collaborative, project oriented task and practice based process of inquiry, driven by action research that engages both faculty and students in a co-generative and co-learning research and development endeavour. A process of inquiry that enables the students to bring theory acquired from their lectures or analysis based learning into play with the theory and skills they discover through their own practice. Students will be encouraged to identify tasks and opportunities that are open ended or "wicked," in that a number of resolutions can apply.

Teaching must be organised in such a way as to support the humanities model for active learning and activating teaching as described in Article 8. The teacher must inform students about how study activities are organised on commencement of teaching.

e. **Assessment criteria:**

With due regard to the type of examination and the level of studies, importance is attached to the degree to which students' performances live up to the goal description and the degree to which they master the general competence objectives mentioned in Article 2.

Grades are given in accordance with the degree to which the objectives described have been fulfilled, as stated in the ministerial order on grading.

f. **Examination requirements:**

Individual contribution to the semester based group project and co-production of visual and text based project reflection.

The students will be asked to make a 15 minute group presentation of their project as a whole. Thereafter individual students will make a 20 minute presentation of their particular perspective on the group project. The individual student should, by posing one or two research questions, explore issues that have arisen in the course of their project. Relevant issues include, but not exclusively so, elements covered in the Aims section, such as theory, practice or competencies. The individual presentation will be followed by a 10 minute question and answer session between the individual student and the examiners. In order to leverage the notion that the course is to educate today's students to become tomorrow's practitioners and to use the exam situation as a pedagogical opportunity, students will be encouraged to consider various perspectives rather than explore the same in order to make as comprehensive account of their project as possible.

Examination form: Oral presentation on the basis of co-authored group home assignment

*Home assignment:*

Number of pages: For groups of two students, the total number of standard pages should be 24-30. For groups of 3 students, the total number of standard pages should be 30-36. For groups of 4 students, the total number of standard pages should be 40-46 and for groups of 5 students, the total number of standard pages should be 50-55

Multiple participants: Yes, 2-5 students.

*Oral examination:*

Total duration: 15 minutes per group + 10 minutes per individual student. The group members must not be present in the exam room before they are to be examined individually

Second examiner: Internal

Assessment: 7-point grading scale  
Weighting: 15 ECTS

*Re-examination:*

Oral re-examination: 15 minutes individual presentation by exploring one or two related issues that the examiners found to be insufficient with regard to a particular student and the group project. Resubmission is not required.

## **Article 21. Market research methods**

**a. The scope of the course:**

Semester: 2<sup>nd</sup>

Weighting: 7.5 ECTS points

33 hours (3 hours per week for 11 weeks) and 3 weeks group project work with counseling.

Academic activities that support studies:

- Supervision: 10 hours
- Question hour: 2 hours

**b. Description of objectives:**

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below) which promotes and examines the students' knowledge, skills and competencies in the following points:

***Knowledge and understanding***

The student must

- Possess knowledge within the field of market research methods
- Be able to understand and, on a scientific basis, critically reflect on the knowledge of market research methods
- Be able to define and delimit a relevant problem within the field of market research methods

***Skills***

The student must

- be able to critically assess the various theories and methods within market research methods
- be able to make precise and consistent use of concepts and terminology
- be able to define, analyse and critical discuss the results of an investigation by
- use of relevant scientific theories and methodologies in market research methods

***Competencies***

The student must

- be able to identify a managerial decision problem and analyse it through marketing research based on collected qualitative and quantitative data.

**c. Content of the academic discipline**

The course is organised into two major parts.

The first part consists of 11 weeks with 3 lessons each week. Lectures on theory and on how to carry out marketing research are supplemented by hands-on exercises as well as e-learning activities. For the exercises the use of the statistical software package (currently SPSS) will support student learning and skills in carrying out quantitative market analysis.

The second part consists of 3 weeks in which students carry out a set of marketing research tasks in groups of 3-4 students. The research tasks offer students the opportunity to acquaint themselves with models, theories and techniques relevant for executing marketing research. Counseling will be available to support the student in the learning process.

**Content - Key areas that could be covered:**

1. The research process and research design
2. Qualitative data generation and analysis techniques
  - a. Interviews
    - i. Semistructured interviews
    - ii. Focus group interviews
    - iii. Laddering interviews
  - b. Observation
  - c. Participant-observation
  - d. Netography
3. Designing a good questionnaire
4. Sampling and Scaling
5. Hypothesis test
6. Data collection methods; Multivariate analyses:
  - a. Analysis of dependence:
    - Analysis of variance
    - Regression analysis
  - b. Analysis of interdependence:
    - Factor analysis
    - Cluster analysis

**d. Forms of instruction and work:**

Teaching takes the form of lectures, exercises, e-learning activities and project work. The course is divided into two parts. The first part comprises 11 weeks with lectures and exercises, while the second part is made up of 3 weeks of project work under supervision. Project work is carried out in groups of 3-4 students.

Teaching must be organised in such a way as to support the humanities model for active learning and activating teaching as described in Article 8. The teacher must inform students about how study activities are organised on commencement of teaching.

**e. Syllabus**

The syllabus comprises of a maximum of 800 standard pages.

**f. Assessment criteria:**



With due regard to the type of examination and the level of studies, importance is attached to the degree to which students' performances live up to the goal description and the degree to which they master the general competence objectives mentioned in Article 2.

Grades are given in accordance with the degree to which the objectives described have been fulfilled, as stated in the ministerial order on grading.

**g. Examination requirements:**

The grade will be given on the basis of the extent to which the report and the oral examination meets the goals of the course and the extent to which the students can explain, use in practice, discuss and reflect upon central concepts, processes, models and theories of marketing research presented in the course.

Examination form: Individual oral examination based on the written report.

*A. Report*

Examination form: Home assignment

Duration: Will be announced by teacher at the beginning of the course

Number of pages: Max. 20 standard pages per group (excl. appendices).

Multiple participants: Yes, 3-4. Individual contributions must be identified.

*B. Oral examination*

Examination form: Individual oral examination based on the written report.

Duration: 20 min.

Aids: Written report.

Second examiner: Internal

Assessment: 7-point grading scale. One overall grade is given. The report and the oral examination each weights 50 % of the course grade.

Weighting: 7.5 ECTS.

*Re-examination:*

At the oral re-examination, the student must take his or her point of departure in the assignment submitted at the oral examination, unless the teacher recommends revision.

## **Article 22. Innovation Management**

**a. The scope of the course:**

Semester: 2<sup>nd</sup>

Weighting: 7.5 ECTS points

3 hours per week for 15 weeks

**b. Description of objectives:**

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below) which promotes and examines the students' knowledge, skills and competencies in the following points:

### ***Knowledge and understanding***

The main aim of the course is to equip students with the knowledge to understand innovation management at the strategic level and to some extent at the operational level. An integrative approach focusing on the context of innovation, including the ways in which customers and suppliers may participate in the process, is emphasized. Innovation processes in both manufacturing and service industries are considered. A secondary aim of the course is to provide an understanding and knowledge of the socio-economic role of business innovation as well as possible societal and environmental consequences and ethical considerations.

After completing the course students are expected to have gained knowledge of fundamental concepts, models and methods in innovation theory.

They should have good knowledge and understanding of and be able to explain theories, models, concepts and their relationships.

### ***Skills***

Students shall demonstrate skills to apply these concepts in a practical context. Thus, students should demonstrate the knowledge and skills in using in a specific context by being able to:

- describe a theoretical framework for developing and implementing innovation projects by using concepts and models related to the framework and argue why these are relevant to use in a specific practical context
- evaluate practical innovation projects by using the premises in the frame of reference
- discuss and argue for alternative ways of organizing, developing and implementing practical innovation projects taking possible environmental and ethical challenges into account.
- link relevant theoretical concepts and methods to a practical innovation project
- reflect upon and discuss central aspects of an innovation project from a strategic and operational level in relation to the innovation literature

### ***Competencies***

- present the above in a structured form in a short written report
- orally discuss the contents of the report and its theoretical, conceptual and methodological foundations.

#### **c. Content of the academic discipline**

- Definitions, fundamental concepts, models and a framework for managing the innovation process
- Influence of the strategic position.
- Different units of analysis (the organisation, network and national systems of innovation) and their influence on strategic options and decisions.
- The innovation process as an interaction between small sub contractors and buyers.
- Consideration of possible societal and environmental consequences as well as possible ethical challenges
- Different forms of operational strategies and process innovations.

- How concepts such as flexible production, mass customisation, agile production and so on are related to the innovation process. 25
- Presentation of scientific articles related to areas above.

d. **Forms of instruction and work:**

Lectures, presentations, case discussions, supervision available.

Teaching must be organised in such a way as to support the humanities model for active learning and activating teaching as described in Article 8. The teacher must inform students about how study activities are organised on commencement of teaching.

e. **Assessment criteria:**

With due regard to the type of examination and the level of studies, importance is attached to the degree to which students' performances live up to the goal description and the degree to which they master the general competence objectives mentioned in Article 2.

Grades are given in accordance with the degree to which the objectives described have been fulfilled, as stated in the ministerial order on grading.

f. **Examination requirements:**

The course concludes with an oral examination conducted on the basis of a group synopsis. Examination form: Individual oral examination based on a synopsis.

*Synopsis:*

Number of words: 2500 words pr. synopsis.

Multiple participants: Yes, 2-3 students

*Individual oral examination:*

Duration: 20 minutes

Second examiner: External

Assessment: 7-point grading scale

Weighting: 7.5 ECTS

*Re-examination:*

Re-examination consists of a 20 minutes' oral exam based on the synopsis submitted in connection with the ordinary exam.

## **Article 23. International Tourism Studies**

International Tourism Studies is divided into two tracks, TRACK A and TRACK B. The student must decide which track to follow before the deadline for course registration expires

### **TRACK A:**

Track A consists of a study abroad stay OR a study abroad stay combined with an internship of min. 2 months either abroad or in Denmark (Article 27).

a. **The scope of the course:**

Semester: 3<sup>rd</sup>

Weighting: 30 ECTS points

b. **Description of objectives:**

The aim of the option is to give students the chance to tailor their degree individually either by going into further depth in a subject area already studied or by adding new skills.

***Knowledge and understanding***

- Understand the theories related to tourism concepts and practice
- Understand and, on a scientific basis, reflect on knowledge in different contexts

***Skills***

- Identification of tasks and opportunities in international tourism rather than just solve problems
- Engage with tourism development situations that are complex, unpredictable and require innovative, more sustainable solutions
- Collaborate with organisations, stakeholders and users

***Competencies***

- Critically reflect and act on what it means to be philosophic practitioners in international tourism
- Be able to concisely present complex issues to others
- Take individual and collective responsibility to critically reflect and act on own learning and professional development.

c. **Content of the academic discipline**

The course is planned as a semester of tourism education at graduate level at a university in Denmark or abroad, with a view to acquiring a deep understanding of relevant issues in the area of international tourism development or management.

d. **Forms of instruction and work:**

In addition to coursework, the student may engage in an internship in the form of a period of work experience. A maximum of 20 ECTS can be assigned as work experience in connection with an internship with a relevant tourism business or organisation with a view to acquiring an intimate understanding of a branch in the area of international tourism or the commercial leisure sector.

**Study subject**

Forms of teaching and working are in accordance with the relevant course description.

**Internship**

The issue in question can be linked to innovation, sustainability and skill development or to marketing and management aspects of the tourism and leisure sector. The internship period must be at least 2 months in duration and be documented by means of a report. Both the subject and the period of work experience in connection with the internship must be approved in advance by the Study Board for Design and Tourism on the basis of an individual application. The application for approval for the university study subject must be accompanied by subject descriptions complete with ECTS weightings and timetables for the subjects in question.

The subjects selected cannot cover areas already covered by the obligatory subjects on the programme.

e. **Syllabus:**

Identical with the syllabus of the chosen subject.

f. **Assessment criteria:**

With due regard to the type of examination and the level of studies, importance is attached to the degree to which students' performances live up to the goal description and the degree to which they master the general competence objectives mentioned in Article 2.

Grades are given in accordance with the degree to which the objectives described have been fulfilled, as stated in the ministerial order on grading.

g. **Examination requirements:**

**Study subject:**

Examination requirement and ECTS weighting are in accordance with the requirement for the subject in question.

Weighting: 30 ECTS or 10 ECTS if combined with internship weighting 20 ECTS, article 27. Foreign grades are converted to the 7-point grading scale, if this has been agreed with the institution in question.

**Internship:**

A home assignment is completed, in which a comprehensive and reflective account is given of the application of theory and methodology, and which may include innovation, business economics, culture, communication, co-design, sustainability in relation to the tasks addressed in the company or organisation, see article 27.

**TRACK B:**

Track B consists of a three courses, Current Issues in Tourism, article 24, Intra and Entrepreneurship Theory and Policy, article 25 and Social Design, article 26 weighting each 10 ECTS and 30 ECTS in total. Either of the courses may be substituted for another elective. Either two of the courses may be substituted with an internship of min. 2 months either abroad or in Denmark weighting 20 ECTS (article 27).

a. **The scope of the course:**

Semester: 3<sup>rd</sup>

Weighting: 30 ECTS points

b. **Description of objectives:**

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below) which promotes and examines the students' knowledge, skills and competencies in the following points:

The aim of the option is to give students the chance to tailor their degree individually either by going into further depth in a subject area already studied or by adding new skills. Knowledge, skills and competences are specified in Current Issues in Tourism, article 24, Intra and Entrepreneurship Theory and Policy, article 25 and Participatory Innovation, article 26.

c. **Content of the academic discipline**

The course is planned as a semester of tourism education at graduate level with a view to acquiring a deep understanding of relevant issues in the area of international tourism development or management.

d. **Forms of instruction and work:**

In addition to coursework, the student may engage in an internship in the form of a period of work experience. A maximum of 20 ECTS can be assigned as work experience in connection with an internship with a relevant tourism business or organisation with a view to acquiring an intimate understanding of a branch in the area of international tourism or the commercial leisure sector.

**Study subject**

Forms of teaching and working are in accordance with the relevant course description.

**Internship**

The issue in question can be linked to innovation, sustainability and skill development or to marketing and management aspects of the tourism and leisure sector. The internship period of must be at least 2 months in duration and be documented by means of a report.

Both the subject and the period of work experience in connection with the internship must be approved in advance by the Study Board for Design and Tourism on the basis of an individual application.

e. **Syllabus:**

Identical with the syllabus of the course in question.

f. **Assessment criteria:**

With due regard to the type of examination and the level of studies, importance is attached to the degree to which students' performances live up to the goal description and the degree to which they master the general competence objectives mentioned in Article 2.

Grades are given in accordance with the degree to which the objectives described have been fulfilled, as stated in the ministerial order on grading.

g. **Examination requirements:**

**Courses:**

Examination requirement and ECTS weighting are in accordance with the requirement for the subject in question see articles 24 - 26.

Weighting: 30 ECTS in total for the three courses or 10 ECTS if combined with internship weighting 20 ECTS

**Internship:**

A home assignment is completed, in which a comprehensive and reflective account is given of the application of theory and methodology, and which may include innovation, business economics, culture, communication, co-design, sustainability in relation to the tasks addressed in the company or organisation, see article 27.

## **Article 24. Current Issues in Tourism**

### **a. The scope of the course:**

Semester: 3<sup>rd</sup>, part of TRACK B

Weighting: 10 ECTS points

3 hours per week in the 3<sup>rd</sup> semester equivalent to 280 working hours.

Academic activities that support studies:

Excursions	5 hours
Guest lectures	5 hours
Supervision	1 hours
Response to assignments	1 hours
Student presentations	3 hours

### **b. Description of objectives:**

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below) which promotes and examines the students' knowledge, skills and competencies in the following points:

Students must demonstrate their familiarity with current theoretical, methodological and empirical issues in the most recent research and development in the field of tourism, and in particular:

#### ***Knowledge and understanding***

- Understand the theories related to tourism concepts and practice
- Understand and, on a scientific basis, reflect on knowledge in the field of tourism and identify current scientific issues.

#### ***Skills***

- Identification of tasks and opportunities that are open ended or “wicked,” in that a number of resolutions can apply
- Engage with tourism development situations that are complex, unpredictable and require innovative, more sustainable solutions
- Work with relevant organisations, stakeholders and users
- Identify opportunities rather than just solve problems.

#### ***Competencies***

- Critically reflect and act on what it means to be philosophic practitioners
- Individually and collaboratively be able to concisely present complex issues to others
- Take individual and collective responsibility to critically reflect and act on own learning and professional development

c. **Content of the academic discipline**

The aim of the course is to provide understanding and competence as regards the latest research and development in the field of tourism. Students might, for example, work with opportunities and challenges in the implementation of sustainable tourism in traditional mass tourist destinations, the development of indicators in National Parks, values in small and medium sized tourism enterprises

d. **Forms of instruction and work:**

Teaching takes the form of lectures, student presentations, discussions and online activities, including but not limited to virtual guest lectures. Significant levels of group activity are expected of students in relation to the co-construction of knowledge, identification of cutting edge issues and discussions.

Teaching must be organised in such a way as to support the humanities model for active learning and activating teaching as described in Article 8. The teacher must inform students about how study activities are organised on commencement of teaching.

e. **Syllabus:**

The syllabus comprises of a maximum of 800 standard pages

f. **Assessment criteria:**

With due regard to the type of examination and the level of studies, importance is attached to the degree to which students' performances live up to the goal description and the degree to which they master the general competence objectives mentioned in Article 2.

Grades are given in accordance with the degree to which the objectives described have been fulfilled, as stated in the ministerial order on grading.

g. **Examination requirements:**

The course concludes with an open home assignment based on the identification and critical reflection of one or two current issues in tourism, which may be a co-authored group paper. The topic of the assignment is chosen by students in consultation with the teacher.

Examination form:	Open home assignment
Number of pages:	10-12 standard pages per student. In groups of 2-4 students, the number of pages per student is reduced to 9-11 per student.
Multiple participants:	Yes, max 5 students
Second examiner:	Internal
Assessment:	7-point grading scale
Weighting:	10 ECTS

*Re-examination:*

Re-submission is required. The research question must be approved by the teacher. The extent of the revision must be reduced proportionally to the original number of group members.



Examination form:	Open home assignment
Number of pages:	10-12 standard pages per student. In groups of 2-4 students, the number of pages per student is reduced to 9-11 per student.
Multiple participants:	Yes, max 5 students
Second examiner:	Internal
Assessment:	7-point grading scale
Weighting:	10 ECTS

## **Article 25. Intra and Entrepreneurship Theory and Policy**

### **a. The scope of the course:**

Semester: Semester: 3<sup>rd</sup>, part of TRACK B

Weighting: 10 ECTS points

3 hours per week in the 3<sup>rd</sup> semester for 15 weeks

### **b. Description of objectives:**

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below) which promotes and examines the students' knowledge, skills and competencies in the following points:

The purpose of the subject is to put the student in a position to work with intra- and entrepreneurship in different settings and within various political surroundings.

In relation to the qualification profile of the study programme the subject explicitly focuses on:

#### ***Knowledge and understanding***

- Imparting knowledge about the theoretical area of intra- and entrepreneurship theory and policy and achieving knowledge to conduct further studies and deeper learning in the intra- and entrepreneurship field.

#### ***Skills***

- Enhancing skills in analysing and assessing theoretical/practical problems as to how intra- and entrepreneurship is differently created, evaluated, organised and facilitated and which strengths and weaknesses are posed by these different processes.
- Enhancing skills in analysing and discussing how political surroundings can shape and influence the context in which intra- and entrepreneurship is created.

#### ***Competencies***

- Qualifying students to critically assess how intra- and entrepreneurship is differently created, evaluated, organised and facilitated
- Enabling students to identify gaps in existing theoretical knowledge and to modify existing theoretical knowledge.

### **c. Content of the academic discipline**

In order to achieve the purpose of the subject it contains the following areas of study:

State of the art theory in relation to intra- and entrepreneurship theory  
Central concepts related to intra- and entrepreneurship theory  
Various theoretical perspectives in relation to the intra- and entrepreneurship field  
The historical and methodological development of intra- and entrepreneurship theory

To achieve the purpose of the subject, the learning goals ensure that the student obtains knowledge of the subject topics to be able to:

Present and describe, in a structured manner, theories of intra- and entrepreneurship.  
Demonstrate skills to compare the theories by describing the strength and weaknesses of the theories, theoretically and practically.  
Demonstrate competency to critically analyse the theories and further to theorize, generalize and modify entrepreneurship and intrapreneurship theory.

d. **Forms of instruction and work:**

To enable students to achieve the learning goals of the subject, the lectures are planned as a combination of traditional theoretical lectures and student presentations. The student presentations will form the starting point of the written theoretical assignment which the students have to write individually or collectively.

Teaching must be organised in such a way as to support the humanities model for active learning and activating teaching as described in Article 8. The teacher must inform students about how study activities are organised on commencement of teaching.

e. **Syllabus:**

The syllabus comprises of a maximum of 800 standard pages

f. **Assessment criteria:**

With due regard to the type of examination and the level of studies, importance is attached to the degree to which students' performances live up to the goal description and the degree to which they master the general competence objectives mentioned in Article 2.

Grades are given in accordance with the degree to which the objectives described have been fulfilled, as stated in the ministerial order on grading.

g. **Examination requirements:**

Examination form: Individual oral examination based on written home assignment

*Written assignment:*

Number of pages: Individual: 10 standard pages  
Group: 20 standard pages

Multiple participants: Yes, max 3 students. Individual contributions must be identified.

*Individual oral examination:*

Individual oral examination in curriculum/syllabus based on a written assignment.

Duration: 30 minutes

Preparation:	No
Assessment:	7-point grading scale
Second examiner:	External
Weighting:	10 ECTS

*Re-examination:*

At the re-examination, the student sits for a 30 minutes' oral exam based on the curriculum of the course with a starting point in the written assignment submitted at the ordinary exam.

Examination form:	Individual oral examination
Duration:	30 minutes
Preparation:	No
Assessment:	7-point grading scale
Second examiner:	External
Weighting:	10 ECTS

## **Article 26. Social Design**

Changed, see Article 32

### **a. The scope of the course:**

Semester: Semester: 3<sup>rd</sup>, part of TRACK B

Weighting: 10 ECTS points

3 hours per week in the 3<sup>rd</sup> semester for 14 weeks

Academic activities that may support studies:

Project work: 3 hours per week

### **b. Description of objectives:**

Innovation is inherently multidisciplinary. Social Design is concerned with improving human well-being and livelihood through the use of design insight.

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below) which promotes and examines the students' knowledge, skills and competencies in the following points:

#### ***Knowledge and understanding***

- Understand theories of public organisational change and the political nature of multi-stakeholder interaction.
- Reflect on fundamental concepts of societal interventions
- Understand theories of user-driven innovation.
- Relate project experiences to literature within the field.

#### ***Skills***

- Initiate and facilitate conversations between diverse stakeholders within Social Design.

- Choose and apply methods for engaging relevant stakeholders on the basis of user insight within a particular field of action.

**Competencies**

- Make design decisions that reflect social responsibility
- Organise innovation projects with user participation.
- Establish action research activities in an organisation.

c. **Content of the academic discipline**

Key stakeholders for this course sit within the public sector, and the student will need to navigate the political area of negotiation between different interests. The course will be built around themes found to be relevant for citizen groups, including patients, social clients, concerned family members and loved ones, and others that will be identified during the research. In this integrated approach to innovation, themes may be highly complex and the role of design and designer calls for reflection about the value-add and appropriateness of contribution.

d. **Forms of instruction and work:**

Lectures will introduce the students to theories and methods of Social Design. A larger innovation project in collaboration with a company or organisation will provide hands-on experience with innovation methods and cross-disciplinary teamwork. The project is documented in a report and presented orally in a pitch to the company. The students complete the course by creating a methods portfolio where they discuss experiences from the project work in relation to literature.

Teaching must be organised in such a way as to support the humanities model for active learning and activating teaching as described in Article 8. The teacher must inform students about how study activities are organised on commencement of teaching.

e. **Assessment criteria:**

With due regard to the type of examination and the level of studies, importance is attached to the degree to which students' performances live up to the goal description and the degree to which they master the general competence objectives mentioned in Article 2.

Grades are given in accordance with the degree to which the objectives described have been fulfilled, as stated in the ministerial order on grading.

f. **Examination requirements:**

7-scale grading based on project report and oral exam, external co-examiner. At the oral exam students individually present their reflections on methods used in their project.

Examination form:                      Group project report, oral project presentation in groups and individual oral exam

*Group project report:*

The group project report is to be revised after feedback and re-submitted in two hard copies and a pdf.

Multiple participants: Yes, max 5 students  
Number of pages: 20 standard pages + 1 standard page executive summary  
Multiple participants: No

*Oral presentation:*

Duration: 15 minutes' project presentation per group + 10 minutes for questions – total duration 25 minutes.

*Oral examination:*

Duration: 20 minutes' oral individual examination per student. The group members must not be present in the exam room before they are to be examined individually.

Second examiner: External  
Assessment: 7-point grading scale  
Weighting: 10 ECTS

Re-examination requirements:  
20 minutes' individual oral exam based on the report submitted at the ordinary exam.

## **Article 27. Internship**

**a. The scope of the course:**

Semester: 3<sup>rd</sup>  
Weighting: 20 ECTS points

**b. Description of objectives:**

The teaching will focus on the key learning objectives listed below. This is supported by the selected exam form (see section. g. below) which promotes and examines the students' knowledge, skills and competencies in the following points:

***Knowledge and understanding***

- Relate internship experiences to literature within the field of tourism

***Skills***

- Initiate and facilitate conversations about innovation between employees, users and other stakeholders
- Choose and apply appropriate methods.

***Competencies***

- Organise the internship project and processes.
- Establish research activities in a relevant organisation or business.

**c. Content of the academic discipline**

The rules for credit transfer for a project-oriented course of study are as follows: Students who have obtained an internship can apply to the study board for a credit transfer for a project-oriented course of study. The application must clearly explain the

academic content of the course of study and its relevance for the general purpose of the programme. The company in question must also have approved the course of study.

An agreement must be entered into between the study board, the student and the company. An academic supervisor will be appointed from among the subject's academic staff.

The supervisor must provide reasonable guidance for the student about the project-oriented course of study (the extent to be defined by the study board). He or she will typically be an examiner in connection with the student's project-oriented course of study. In special cases, and after a concrete assessment, the study board can grant exemption from the above.

d. **Forms of instruction and work:**

The internship with a company or organisation will provide hands-on experience with tourism practices, research methods and multidisciplinary collaboration.

e. **Assessment criteria:**

With due regard to the type of examination and the level of studies, importance is attached to the degree to which students' performances live up to the goal description and the degree to which they master the general competence objectives mentioned in Article 2.

Grades are given in accordance with the degree to which the objectives described have been fulfilled, as stated in the ministerial order on grading.

f. **Examination requirements:**

A home assignment is completed, in which a comprehensive and reflective account is given of the application of theory and methodology, and which may include innovation, business economics, culture, communication, co-design, sustainability in relation to the tasks addressed in the company or organisation.

Examination form:	Open home assignment
Number of pages	15-20 standard pages per student. In groups of 2-3 students, the number of pages per student is reduced to 12-15 pages per student.
Multiple participants:	Yes, max 3.
Second examiner:	Internal
Assessment:	7-point grading scale
Weighting:	20 ECTS

## Article 28. Thesis

a. **Length:**

The thesis is written during the fourth semester and completes the programme.

Weighting together with the oral defence: 30 ECTS points

Work on the thesis is conducted under individual supervision from a teacher from one of the two main areas or possibly a teacher from each of these areas. Students are advised

to consider a subject for the thesis and contact a supervisor at the beginning of the third semester.

**b. Goal description:**

Students must:

***Knowledge and understanding***

- demonstrate a deep theoretical and methodological understanding of international tourism studies
- demonstrate a deep and critical understanding of relevant research literature for the chosen area.

***Skills***

- be able to provide a qualified account of relevant research literature
- be able to take a critical view of the sources used and document them with the help of references, notes and a bibliography
- be able to systematise complex knowledge and data and to select and prioritise matters of importance for the subject
- be able to critically and independently investigate, analyse and discuss the academic problem on the basis of the intentions described with the help of relevant academic theories and methodologies and argue on a solid scientific foundation
- be able to evaluate and revise their own methodological and theoretical approaches
- be able to compile their results in a clear, linguistically correct presentation that lives up to scientific requirements for analysis, argumentation and documentation
- be able to excerpt and summarise the results of the study and to evaluate the strong and weak aspects of their own work
- be able to provide an account of the underlying intention of the thesis, its methods, theoretical foundation, analyses and results in the form of a thesis resume.

***Competencies***

- manage the thesis process, including being able to delimit and define a subject for the thesis and, on this basis, formulate a clear, scientific problem that is productive in relation to the chosen area
- control work- and developmental situations that are complex and presuppose new solutions, as well as be able to collaborate, including the ability to receive and give constructive criticism
- work independently, in a disciplined, structured and goal-oriented including the ability to meet deadlines and other formalities.

**c. The content and subject of the thesis:**

The thesis is a major written assignment that enables students to independently write about a subject within the field of tourism in depth and in this way to document their ability to apply scientific methodology. The subject of the thesis is chosen by the individual student in consultation with the supervisor.

**d. Assessment criteria:**

With due regard to the type of examination and the level of studies, importance is attached to the degree to which students' performances live up to the goal description and the degree to which they master the general competence objectives mentioned in Article 2.

Grades are given in accordance with the degree to which the objectives described have been fulfilled, as stated in the ministerial order on grading.

**e. Examination requirements:**

The thesis is a written home assignment. A supervision form and thesis proposal must be signed by both parties.

In the presentation, which must not only consist of a thesis summary, the student should give a more detailed explanation of the chosen form, of problems and limitations involved in the composition, of other possible models for dealing with the subject etc. In the subsequent conversation, the supervisor and the external examiner can pose questions elaborating on specific points or research processes in order to clarify doubt as to details of the thesis and to probe the author's in-depth understanding of the thesis subject.

The ability of students to correctly spell and express themselves, must be assessed as passed. Poor use of language can negatively affect the overall grade.

Examination form: Master's thesis with oral defence

*Thesis:*

Length per student: 60-80 standard pages.

Multiple participants: Yes, max 3. In groups of 2-3 students, the number of pages per student is reduced to 40-70 pages per student. Individual contributions must be indicated. Individual grades are given.

*Summary:*

Length per student: 5 standard pages.

Multiple participants: In groups of 2-3 students, the number of pages per student is reduced to 3-4 pages per student.

*Individual oral examination:*

Duration: 1 hour including a 5-10 minutes' student presentation and grading

Preparation: No

Second examiner: External (master's thesis, summary and oral examination together)

Assessment: 7-point grading scale

Weighting: 30 ECTS points (master's thesis, summary and oral examination together)





### III. Effective date and transitional regulations

#### Article 29. Applicability:

This curriculum was drawn up in accordance with Ministerial Order no. 1520 of 16 December 2013 on Bachelor and Master's Programmes at Universities and comes into effect for students who matriculated on 1 September 2015 or later.

#### Article 30. Validity:

Recommended for approval by the Academic Study Board for Design and Tourism on August 25, 2015.

Approved by the Dean's Office of the Faculty of Humanities on September 7, 2015.

#### Article 31. Transitional provisions:

For curricula drawn up before the effective date of this curriculum, references to the ministerial order in question must be replaced by the new ministerial order, cf. page 3 in this curriculum.

2013 curriculum:

Students who began their study programme in the summer of 2013 and 2014 will continue with their programme in accordance with the previous curriculum. Examinations and teaching in accordance with that curriculum will be held and performed for the last time in step with the phasing-out of the curriculum in pursuance of the following plan:

First semester subjects will be taught for the last time in the autumn of 2014, the final examinations being held in the winter of 2015/2016.

Second semester subjects will be taught for the last time in the spring of 2015, the final examinations being held in the summer of 2016.

Third semester subjects will be taught for the last time in the autumn of 2015, the final examinations being held in the winter of 2016/2017.

Students who have not completed their study programme before the above-mentioned deadlines must apply to the Academic Study Board in order:

- either to have a new study programme drawn up in which subjects from the new curriculum replace subjects that are no longer offered,
- or to be transferred to the new curriculum.

#### Article 32. Later amendments to the curriculum

<i>Regarding Article</i>	<i>Description</i>	<i>Approved by the Study Board</i>	<i>Approved by the Dean's Office</i>
Article 26 Participatory Innovation	The title of the course has been altered to Social Design.	April 7, 2016	April 8, 2016

	<p>b. Description of objective has been altered accordingly</p> <p>c. Content of the academic discipline has been altered accordingly</p>		
Article 16 Sustainable Tourism Development	Re-examination requirements has been altered	<i>August 18, 2016</i>	<i>November 11, 2016</i>
Article 20. Tourism Co-Design	<p>Duration of oral examination has been altered.</p> <p>Re-examination requirements has been altered</p>	<i>August 18, 2016</i>	<i>November 11, 2016</i>

# General part

## IV. Joint provisions for humanities programmes at the University of Southern Denmark

Can be found on the Faculty Secretariat website under:  
[www.sdu.dk/hum/faellesbestemmelser](http://www.sdu.dk/hum/faellesbestemmelser)

Revised by the Dean effective September 1<sup>st</sup> 2015.

### ***On exemption from the rules in the curriculum:***

In exceptional circumstances, the university can grant exemption from those regulations in the curriculum that are solely established by the university (cf. the ministerial order on bachelor and graduate programmes at universities).

## Appendix 1

The connection between the qualifications framework for higher education, the programme's competence objectives and the learning goals of the individual subject areas

Qualification Framework for Danish Higher Education	Competence objectives	The learning objectives of the individual subject elements
Knowledge:		
Must possess knowledge of one or more subject areas which, in selected fields, is based on the highest international research within a subject area.	Graduates <ul style="list-style-type: none"> <li>- must possess knowledge of one or more subject areas which, in selected fields, is based on the highest international research within tourism studies</li> </ul>	§16, §17, §18, §19, §20, §21, §22, §23, §24, §27, §28
Must be able to understand and, on a scientific basis, reflect on the knowledge of the subject area(s) as well as be able to identify scientific issues.	Graduates <ul style="list-style-type: none"> <li>- must be able to understand and, on a scientific basis, critically reflect on the knowledge of the subject area(s) as well as to identify scientific issues</li> <li>- must be able to delimit and define a research or project task at a high scientific level within the field of tourism studies.</li> </ul> Graduates must be able: <ol style="list-style-type: none"> <li>1. to delimit and define a academic problem at a high scientific level</li> </ol>	§16, §17, §18, §19, §20, §21, §22, §23, §24, §27, §28

Skills:		
<p>Must master the scientific methodologies and tools of the subject area(s) as well as master general skills related to work within the subject area(s).</p>	<p>Graduates must be able to:</p> <ul style="list-style-type: none"> <li>- master the scientific methodologies and tools relevant to tourism studies</li> <li>- master general skills related to work within tourism and related areas</li> <li>- use Participatory Inquiry as an inquiry based learning process that interweaves Knowing, Doing, Making and Relating and leverages the participatory nature of communicative interaction between people.</li> </ul> <p>Graduates must be able:</p> <p><i>3. to systematize complex knowledge and data as well as critically choose and prioritize particularities that are essential for the topic</i></p> <p><i>4. to master, critically, the field's various theories and methods</i></p> <p><i>5. to employ terms in a precise and consistent manner</i></p> <p><i>6. to argue at a scientific level</i></p> <p><i>9. to evaluate sources critically and document these by using references, notes and bibliographies</i></p> <p><i>14. to use IT as a tool in connection with data analysis, information seeking, and knowledge presentation</i></p> <p><i>15. understand and make use of academic texts in English and in the Scandinavian languages</i></p> <p><i>16. be able to formulate academic English</i></p>	<p>§16, §17, §18, §19, §20, §21, §22, §23, §24, §27, §28</p>
<p>Must be able to evaluate and select among the scientific theories, methodologies, tools and general skills of the</p>	<p>Graduates must be able to:</p> <ul style="list-style-type: none"> <li>- master the scientific methodologies and tools relevant to tourism studies</li> </ul>	<p>§16, §17, §18, §19, §20, §21, §22, §23, §24, §27, §28</p>

<p>subject area(s), and set up, on a scientific basis, new analysis and solution models.</p>	<p>Graduates must be able:</p> <p><i>2. to investigate, analyse and solve academic problems thoroughly by means of relevant academic theories and methods as well as incorporating current international research</i></p>	
<p>Must be able to communicate research-based knowledge and discuss professional and scientific issues with both peers and non-specialists.</p>	<p>Graduates must be able to:</p> <ul style="list-style-type: none"> <li>- use Participatory Inquiry as an inquiry based learning process that interweaves Knowing, Doing, Making and Relating and leverages the participatory nature of communicative interaction between people.</li> </ul> <p><i>Graduates must be able:</i></p> <p><i>7. to initiate and complete an academic dialogue</i></p> <p><i>10. to use language – written and/or spoken – which is topic-oriented, precise and correct</i></p> <p><i>11. disseminate research based knowledge and discuss complex scientific issues, making it relevant and comprehensible for different target groups</i></p>	<p>§16, §17, §18, §19, §20, §21, §22, §23, §24, §27, §28</p>
<p>Competencies:</p>		
<p>Must be able to manage work situations and developments that are complex, unpredictable and require new solution models.</p>	<p>Graduates must be able to:</p> <ul style="list-style-type: none"> <li>- manage work situations and developments that are complex, unpredictable, and require innovative models or solutions</li> </ul> <p><i>Graduates must be able:</i></p> <p><i>8. to have a clear focus and consistency in conducting tasks</i></p> <p><i>12. to control work- and developmental situations that are complex and presuppose new solutions, as well as be able to collaborate, including the ability to receive and give constructive criticism</i></p>	<p>§16, §17, §18, §19, §20, §21, §22, §23, §24, §27, §28</p>

<p>Must be able to independently initiate and carry out discipline-specific and interdisciplinary collaboration and assume professional responsibility.</p>	<p>Graduates must be able to:</p> <ul style="list-style-type: none"> <li>- enter into collaborative partnerships in different learning environments, including being able to accept criticism of their own work, give constructive criticism to others and assume professional responsibility</li> </ul> <p><i>Graduates must be able:</i>  13. to work independently, in a disciplined, structured and goal-oriented including the ability to meet deadlines and other formalities</p>	<p>§16, §17, §18, §19, §20, §21, §22, §23, §24, §27, §28</p>
<p>Must be able to independently take responsibility for their own professional development and specialisation.</p>	<p>Graduates must be able to:</p> <ul style="list-style-type: none"> <li>- independently take responsibility for his/hers own professional development, learning and specialisation in the field of tourism</li> <li>- pursue an inquiry by moving from experiment to experiment as they open up and explore a range of perspectives on that inquiry.</li> </ul>	<p>§16, §17, §18, §19, §20, §21, §22, §23, §24, §27, §28</p>