

This is an English translation of *Bekendtgørelse om erhvervsakademiuddannelser og professionsbacheloruddannelser* (Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes). In the event of a discrepancy between the translation and the Danish version, the Danish text published in the Danish Official Gazette (*Lovtidende*) is valid.

16 December 2013

No. 1521

## Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes

Pursuant to section 9(2), section 22(1), items 1 and 3-6, section 22(2), section 23(1) and (2) and section 30 of the Danish Act on Academy Profession Programmes and Professional Bachelor Programmes (*Lov om erhvervsakademiuddannelser og professionsbacheloruddannelser*), see Ministerial Order no. 467 of 8 May 2013, as amended by Act no. 898 of 4 July 2013, the following is stipulated:

### Part 1

#### *Objectives and knowledge base of the programmes*

**1.-(1)** An academy profession programme (*erhvervsakademiuddannelse*) and a professional bachelor programme (*professionsbacheloruddannelse*) must meet the objectives set out in part 1 of the Act on Academy Profession Programmes and Professional Bachelor Programmes as well as fulfil the requirements on the basis of which the programme was accredited and approved.

(2) The ministerial order for the individual programme (the programme order) specifies the objectives of the programme, the intended learning outcomes, the duration and structure etc.

**2.-(1)** An academy profession programme and a professional bachelor programme must provide students with knowledge, skills and competencies at academy profession degree level and professional bachelor degree level, respectively, as described in the Danish Qualifications Framework for Higher Education, see the Ministerial Order on the Accreditation of Institutions of Higher Education and on the Approval of New Higher Education Programmes (*Bekendtgørelse om akkreditering af videregående uddannelsesinstitutioner og godkendelse af nye videregående uddannelser*).

(2) A professional bachelor programme organised as an independent advanced level programme, see section 12, must, through extension of and immersion in the academy profession programme(s) on which the advanced level programme is based, provide students with knowledge, skills and competencies at bachelor degree level, see subsection (1).

**3.-(1)** The knowledge base of the programmes is trade and profession-based as well as development-based.

(2) The trade and profession focus means that the programme is based on new knowledge about key trends within the trade or profession at which the programme is targeted.

(3) The development focus means that the programme is based on new knowledge from trials and development efforts of relevance to the trade or profession at which the programme is targeted. The development focus also means that the programme is based on new knowledge from fields of research of relevance to the core areas which are fundamental to the purpose and vocational aims of the programme.

**4.-(1)** The programmes are independent, complete and coherent study programmes comprising both theory and practical training (internship). In interaction with the theoretical elements of the programme, the internship must strengthen the students' learning and contribute to achieving the intended learning outcomes for the programme.

(2) During the internship, students work with academically relevant issues and acquire knowledge about relevant professional functions. The educational institution must ensure a clear balance between the theoretical instruction and the internship on the basis of the students' objectives for the internship.

(3) During an internship, students are attached to one or more private or public enterprises. The internship is unpaid, unless otherwise stipulated in the programme order.

(4) The institution ensures that the necessary number of internship agreements with private or public enterprises are provided at all times. The rules on internship set out in section 26(1) of the Act on Academy Profession Programmes and Professional Bachelor Programmes apply to the programmes in nursing, midwifery, radiography, physiotherapy, occupational therapy, education and social education.

**5.-(1)** Students are obliged to participate in the study programme in accordance with the rules set out in the curriculum, including rules on compulsory attendance, if any, for parts of the programme.

(2) Programmes with a prescribed period of study equivalent to up to 120 ECTS points must be completed at the latest within a number of years corresponding to twice the prescribed period of study. Other programmes must be completed at the latest within a number of years corresponding to the prescribed period of study plus two years. If special circumstances apply, the institution may grant exemptions from the final date for completion of the programme.

**6.** The programme must be organised such that it is possible for students to complete parts of the programme abroad within the prescribed period of study, see section 18.

**7.-(1)** The academy profession programmes include instruction in the practice and central applied theory and methodology of the trade and the subject area as well as instruction, to the extent that this is relevant, in environmental issues, the interplay between different cultural forms, and entrepreneurship. The instruction must include teaching methods which can develop the students' independence, collaborative skills and innovative skills.

(2) The professional bachelor programmes include instruction in the practice and applied theory and methodology of the profession and the subject area as well as instruction, to the extent that this is relevant, in environmental issues, the interplay between different cultural forms, and entrepreneurship. The instruction must include teaching methods which strengthen the students' ability to reflect on the practice and the application of theory and methodology in the profession as well as teaching methods which can develop the students' independence, collaborative skills and innovative skills.

**8.-(1)** An academy profession programme entitles the graduate to the Danish title stipulated in the relevant programme order followed by 'AK'. In English, the graduate's title is 'AP Graduate in' followed by the English title stipulated in the programme order.

(2) A professional bachelor programme entitles the graduate to the Danish title 'professionsbachelor' followed by the title for the profession stipulated in the relevant programme order. In English, the graduate's title is 'Bachelor of' followed by the English title for the profession stipulated in the programme order.

## Part 2

### *Duration and structure*

**9.-(1)** A programme element is a programme component with own learning objectives. A programme element must correspond to a minimum of 5 ECTS points. Sixty ECTS points correspond to a full-time student's work for one year.

(2) A field of study constitutes a number of interlinked programme elements which are compulsory for students who have chosen the field of study in question. Intended learning outcomes are specified for the individual field of study as an integrated part of the overall intended learning outcomes of the programme set out in the programme order.

### *Academy profession programmes*

**10.-(1)** An academy profession programme is normally equivalent to 90, 120 or 150 points under the European Credit Transfer System (ECTS points), including the internship, which is equivalent to a minimum of 15 ECTS points.

(2) An academy profession programme consists of:

1) Compulsory programme elements and an internship corresponding to a minimum of 15 ECTS points within the core areas which are fundamental to the purpose and vocational aims of the programme, including core areas constituting fields of study. Together, the compulsory programme elements and the internship must correspond to a minimum of 75 ECTS points, see, however, subsection (3).

2) Elective programme elements which must provide students with the opportunity to enhance their study and professional skills through the personal tailoring of their degree and by adding new perspectives from within areas broadly related to the core areas of the programme, including core areas constituting fields of study. The elective programme elements may correspond to a maximum of 30 ECTS points, see, however, subsection (3).

3) A final examination project corresponding to 10 or 15 ECTS points, which must document the students' understanding of practice and central applied theory and methodology in relation to a practice-centred issue based on a specific assignment within the area of the programme. The problem statement, which must play a central role for the programme and the trade, is drawn up by the student, possibly in collaboration with a private or public enterprise. The institution approves the problem statement.

(3) On programmes organised with several fields of study from among which students must choose one, the compulsory programme elements and the internship must together correspond to a minimum of 90 ECTS points and the elective programme elements to a maximum of 15 ECTS points. As concerns the compulsory programme elements, a minimum of 30 ECTS points must be common to all students.

### *Professional bachelor programmes*

**11.-(1)** A professional bachelor programme is normally equivalent to 180, 210 or 240 ECTS points, including the internship, which is equivalent to a minimum of 30 ECTS points, see, however, section 12.

(2) A professional bachelor programme consists of, see, however, section 12:

- 1) Compulsory programme elements and an internship corresponding to a minimum of 30 ECTS points within the core areas which are fundamental to the purpose and vocational aims of the programme, including core areas constituting fields of study, see subsection (2). Together, the compulsory programme elements and the internship must correspond to a minimum of 120 ECTS points, see, however, subsection (3).
  - 2) Elective programme elements which must provide students with the opportunity to enhance their study and professional skills through the personal tailoring of their degree and by adding new perspectives from within areas broadly related to the core areas of the programme, including core areas constituting fields of study. The elective programme elements may correspond to a maximum of 60 ECTS points, see, however, subsection (3).
  - 3) A bachelor project corresponding to 10, 15 or 20 ECTS points which must document the students' understanding of and ability to reflect on the practice and the application of theory and methodology in the profession in relation to a practice-centred issue. The problem statement, which must play a central role for the programme and the profession, is drawn up by the student, possibly in collaboration with a private or public enterprise. The institution approves the problem statement.
- (3) On programmes organised with several fields of study from among which students must choose one, the compulsory programme elements and the internship must together correspond to a minimum of 150 ECTS points and the elective programme elements to a maximum of 30 ECTS points. As concerns the compulsory programme elements, a minimum of 60 ECTS points must be common to all students.

**12.-(1)** A professional bachelor programme organised as an independent advanced level programme for one or more academy profession programmes is normally equivalent to 90, 120 or 150 ECTS points, including the internship, which is equivalent to a minimum of 15 ECTS-point. An independent advanced level programme and the academy profession programme(s) on which it is based together comprise from 180 to normally 240 ECTS points.

(2) A professional bachelor programme organised as an independent advanced level programme consists of:

- 1) Compulsory programme elements and an internship corresponding to a minimum of 15 ECTS points within the core areas which are fundamental to the purpose and vocational aims of the programme, including core areas constituting fields of study. Together, the compulsory programme elements and the internship must correspond to a minimum of 60 ECTS points.
  - 2) A bachelor project corresponding to 10, 15 or 20 ECTS points which must document the students' understanding of and ability to reflect on the practice and the application of theory and methodology in the profession in relation to a practice-centred issue. The problem statement, which must play a central role for the programme and the profession, is drawn up by the student, possibly in collaboration with a private or public enterprise. The institution approves the problem statement.
- (3) The institution may offer elective programme elements which provide students with the opportunity to enhance their study and professional skills through the personal tailoring of their degree and by adding new perspectives from within areas broadly related to the core areas of the programme. The elective programme elements may correspond to a maximum of 15 ECTS points.

### Part 3

#### *Teacher qualifications*

**13.** Teachers on an academy profession programme or a professional bachelor programme comprised by an institution's offer must overall have a qualification level that is higher than the leaving level for the programme in question. In addition to teaching competencies, qualification level means documented theoretical, academic and trade or profession-related competencies.

### Part 4

#### *Tests and examinations*

**14.** The rules set out in the Ministerial Order on Tests and Examinations on Professionally Oriented Higher Education Programmes (*Bekendtgørelse om prøver og eksamen i erhvervsrettede videregående uddannelser*) and in the Ministerial Order on the Grading Scale and Other Forms of Assessment (*Bekendtgørelse om karakterskala og anden bedømmelse*) apply to tests and examinations.

**15.-(1)** A programme must include the external examinations required pursuant to the Ministerial Order on Tests and Examinations on Professionally Oriented Higher Education Programmes. In addition, the programme may include internal examinations. The programme must as a minimum include the following three examinations, see, however, subsection (2):

- 1) One internal or external examination which is held before the end of the second semester and which must document that the students have achieved the learning objectives defined for the first year of study.
- 2) One internal or external examination which is held after the students have completed the total internship for the programme, see, however, subsection (3), and which must document that the students have achieved the learning objectives defined for the internship.
- 3) One external examination in the final examination project or bachelor project which, together with the examination after the internship and the other examinations on the programme, must document that the intended learning outcomes of the programme have been achieved. The examination consists of a project and an oral exam for which one overall grade is

given. The examination cannot be conducted until the final examination in the internship and the other examinations on the programme have been passed.

(2) The examination under subsection (1), item 1, does not form part of professional bachelor programmes organised as independent advanced level programmes.

(3) On professional bachelor programmes organised as independent advanced level programmes, the examination under subsection (1), item 2, only concerns the part of the internship which forms part of the advanced level portion of the programme.

## Part 5

### *Curriculum*

**16.-(1)** Within the framework established by the provisions of this ministerial order as well as the relevant programme order, the educational institution is responsible for laying down the specific rules governing each programme in a curriculum for the programme consisting of a common part and an institution-specific part.

(2) The common part of the curriculum is prepared jointly by the institutions which have obtained approval for offering the programme. The institution-specific part of the curriculum is prepared by the individual institution which has obtained approval for offering the programme.

(3) Before a curriculum is prepared and following substantial revisions thereto, a statement is solicited from the chairmanship of the body of external examiners, see the Ministerial Order on Tests and Examinations on Professionally Oriented Higher Education Programmes.

(4) The curriculum and substantial revisions thereto enter into force at the beginning of an academic year. When a new curriculum is issued and following substantial revisions thereto, interim provisions are laid down in the curriculum.

(5) Current and previous curricula must be available on the institution's website.

**17.-(1)** The common part of the curriculum must contain rules on the following:

- 1) Core areas pursuant to the ministerial order for the programme, including
  - a) content;
  - b) number of ECTS points; and
  - c) learning objectives.
- 2) Compulsory programme elements within the core areas of the programme, including
  - a) content;
  - b) number of ECTS points;
  - c) learning objectives; and
  - d) number of examinations.
- 3) Internship, including
  - a) number of ECTS points;
  - b) learning objectives; and
  - c) number of examinations.
- 4) Requirements for the final examination project and bachelor project, respectively.
- 5) Rules governing credit transfer, see section 18, including specification of any credit transfer agreements in respect of programme elements covered by the common part of the curriculum.

(2) The institution-specific part of the curriculum must contain rules on the following:

- 1) Timing of compulsory programme elements and the internship, including examinations, during the programme.
- 2) Description of elective programme elements, including
  - a) content;
  - b) number of ECTS points;
  - c) learning objectives;
  - d) chronology in the programme; and
  - e) examinations.

Rules governing the completion of the internship, including the requirements and expectations of the parties involved

- 4) Specification of the parts of the programme which the students have the opportunity to complete abroad, see section 6, as well as rules related thereto, including rules on pre-approved credit transfer.
- 5) Requirements for written assignments and projects.
- 6) Specification of the forms of instruction and working methods applied.
- 7) Guidelines on differentiated teaching, if any, during the programme.
- 8) Rules governing credit transfer, see section 18, including specification of any credit transfer agreements in respect of programme elements covered solely by the institution-specific part of the curriculum.
- 9) Rules governing the students' obligation to participate in the study programme, see section 5.
- 10) Criteria for assessment of study activity.
- 11) Any rules governing required reading of texts in foreign language(s) and description of the level of proficiency required in the foreign language(s).
- 12) Interim arrangements.
- 13) Information on agreements, if any, with foreign educational institutions on parallel programmes, including information on the objective criteria which form the basis for selecting students for parallel programmes.

(3) In addition to the rules laid down pursuant to this ministerial order, the curriculum must contain rules laid down pursuant to the Ministerial Order on Tests and Examinations on Professionally Oriented Higher Education Programmes and the Ministerial Order on Admission to and Enrolment on Academy Profession and Professional Bachelor Programmes (*Bekendtgørelse om adgang til erhvervsakademiuddannelser og professionsbacheloruddannelser*).

(4) The curriculum must state that under special circumstances the institution may grant exemptions from the rules in the curriculum which have been laid down by the institution(s) alone. The institutions collaborate on ensuring uniform exemption guidelines.

## Part 6

### *Credit transfers, appeals, trials and exemptions*

**18.-(1)** Successfully completed programme elements are equivalent to the corresponding programme elements at other educational institutions offering the programme.

(2) The student is obliged to provide information on completed programme elements from another Danish or foreign higher education programme and on employment for which it is assumed that credit transfer will be granted. On a case-by-case basis or based on rules laid down in the curriculum, the educational institution approves credit transfer based on completed programme elements and employment comparable to subjects, programme components and internships. The decision is based on an academic evaluation.

(3) In case of preliminary approval of a study stay in Denmark or abroad, the student is obliged, after completing the study stay, to document the programme elements completed during the approved study stay. Upon obtaining the preliminary approval, the student must consent to the institution requesting the necessary information after the student has completed the study stay.

(4) Upon approval under subsections (2) and (3), the programme element is deemed to have been completed if it has been passed in accordance with the rules on the programme in question.

(5) The institution must publish statistics on decisions on credit transfer, including pre-approved credit transfer, on its website.

**19.-(1)** Decisions made by the educational institution pursuant to this ministerial order may be appealed to the Danish Agency for Higher Education if the appeal concerns legal issues. The appeal must be submitted to the institution, which then issues an opinion. The complainant must be given the opportunity to comment on this opinion within a time limit of one week. The institution submits the appeal to the agency, enclosing the opinion and any comments made by the complainant.

(2) The time limit for the submission of appeals in accordance with subsection (1) is two weeks of the complainant having been informed of the decision.

**20.-(1)** The Danish Agency for Higher Education may allow deviations from the ministerial order as part of trials. In connection with trials, the duration of the trial and the reporting form are determined at the same time.

(2) If special circumstances apply, the agency may grant exemptions from the ministerial order.

**21.-(1)** The ministerial order enters into force on 1 January 2014 and applies with effect from the 2014-15 academic year. However, the ministerial order applies from 1 January 2014 to students who apply for pre-approved credit transfer for study stays which are to be completed from the 2014-15 academic year or later.

(2) The ministerial order applies to academy profession programmes and professional bachelor programmes offered pursuant to programme orders which entered into force on 15 July 2009 or later, see, however, subsection (3).

(3) Section 18 of the ministerial order concerning credit transfer applies to the following professional bachelor programmes offered pursuant to programme orders which entered into force before 15 July 2009:

- 1) Bachelor of Biomedical Laboratory Science.
- 2) Bachelor of Radiography.
- 3) Bachelor of Midwifery.
- 4) Bachelor of Occupational Therapy.
- 5) Bachelor of Physiotherapy.
- 6) Bachelor of Science in Nursing.
- 7) Bachelor of Leisure Management.
- 8) Bachelor of one Foreign Language and IT-based Marketing and Communication.
- 9) Bachelor of Engineering.

(4) Ministerial Order no. 636 of 29 June 2009 on Academy Profession and Professional Bachelor Programmes (*Bekendtgørelse nr. 636 af 29. juni 2009 om erhvervsakademiuddannelser og professionsbacheloruddannelser*) is repealed.

*Ministry of Science, Innovation and Higher Education, 16 December 2013*

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