The Bachelor's Degree Programme in Public Administration

(Professionsbachelor i Offentlig Administration)

Curriculum

2013
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1 Preface

This curriculum for the Bachelor's Degree Programme in Public Administration is drawn up according to Ministerial Order no. 912 of 4 July 2013 on the Professional Bachelor's Degree Programme in Public Administration ("Bekendtgørelse om uddannelse til professionsbachelor i offentlig administration").

The Degree Programme is designed in accordance with the Ministerial Order no 912 of 4 July 2013 on the Professional Bachelor's Degree Programme in Public Administration and current legislation related to the Order.

Graduates of the Programme are entitled to use the designation "Bachelor of Public Administration". The Danish designation being "Professionsbachelor i offentlig administration". The colloquial term is "public administration bachelor".

This curriculum is made up of two parts; a national curriculum and an institutional curriculum.

The regulations laid out in the national curriculum apply to all Danish providers of the Bachelor's Degree Programme in Public Administration.

The institutional curriculum in this document only applies to [indsæt institutionsnavn].

This translation is for purposes of information only and has no legal effect. In case of any discrepancy between this translation and the original document, the original document shall prevail.

2 National curriculum

2.1 Aim

The Bachelor's Degree Programme in Public Administration aims to qualify graduates of the Programme to autonomously resolve and develop administrative operation, planning and development tasks in public sector organisations within the framework applying to the public sector at any given time and to perform such work across professions and sectors.

2.2 Duration and ECTS credits

The Bachelor's Degree Programme in Public Administration is a 3.5-year full-time education corresponding to 3.5 student FTEs (full-time equivalents) and 210 ECTS credits.

One student full-time equivalent is the workload of a full-time student over a period of one academic year (60 ECTS credits). The workload includes activities initiated by lecturers, activities initiated by students as well as scheduled and non-scheduled activities.
2.3 Programme contents and structure

The programme is made up of:

1) Compulsory educational components totalling 100 ECTS credits distributed over 9 modules
2) An internship equalling 30 ECTS credits
3) Elective educational components totalling 60 ECTS credits for each student. The electives must be distributed over 4 modules and the student must ensure that they are allocated in the following manner:
   a. 30 ECTS credits organised as a single educational component
   b. 15 ECTS credits either with cross-disciplinary content or earned by following course units offered by a related study programme
4) 20 ECTS credits for the bachelor's degree project.

The elective course units for the Bachelor's Degree Programme in Public Administration are designed on a national scale and fall under the following subjects: Human resources, economics, the tax and duty system, welfare, employment initiatives and education and career counselling.

The student may follow electives offered by other providers the Bachelor's Degree Programme in Public Administration or he/she may follow course units offered by different study programmes in Denmark or abroad.

The educational institution offers counselling and advice to students on how to organise the course of the education. This includes the student's options for combining elective modules in keeping with the student's desired career qualifications as well as labour market needs.

Each educational institution determines more detailed criteria for offering electives and for the possibility of allowing students from different streams to study an elective course unit together.

Institutional curriculum

Criteria for the availability of elective course units: Elective course modules will be offered when a minimum number of XX students have registered for the course.
2.3.1 Semesters, modules and examinations

The structure of the study programme is shown in this model.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Module</th>
<th>Semesters 1-3 (90 ECTS credits)</th>
<th>ECTS credits</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Politics and society</td>
<td>15</td>
<td>Internally assessed*</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Administration of public sector organisations</td>
<td>15</td>
<td>Internally assessed*</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>The legal and organisational framework for public administration</td>
<td>15</td>
<td>Internally assessed*</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Public administration work methods</td>
<td>15</td>
<td>Externally assessed*</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>Budgets, accounting and financial control</td>
<td>15</td>
<td>Internally assessed</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Public sector governance and development</td>
<td>15</td>
<td>Externally assessed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Module</th>
<th>Semesters 4-5 (60 ECTS credits)</th>
<th>ECTS credits</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>7</td>
<td>Elective module</td>
<td>15</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(please see the institutional curriculum in this document)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Elective module</td>
<td>15</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(please see the institutional curriculum in this document)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>Elective module</td>
<td>15</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(please see the institutional curriculum in this document)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Elective module</td>
<td>15</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(please see the institutional curriculum in this document)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table: Semesters 6-7 (60 ECTS credits)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Module</th>
<th>Course</th>
<th>ECTS credits</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>11</td>
<td>Internship</td>
<td>30</td>
<td>Internally assessed</td>
</tr>
<tr>
<td>7</td>
<td>12</td>
<td>Knowledge and knowledge types in practice</td>
<td>10</td>
<td>Internally assessed</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Bachelor's project</td>
<td>20</td>
<td>Externally assessed</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>210</strong></td>
<td></td>
</tr>
</tbody>
</table>

* the first year exam comprises the four module examinations in the first year of study (semesters 1-2).

** Electives modules corresponding to at least 30 ECTS credits must be completed by externally assessed examination.

### 2.3.2 The relation between modules and core fields of study

The core fields of study describe and embody the programme’s aims and career orientation. Please refer to section 2.5 of this curriculum for a more in-depth description:

<table>
<thead>
<tr>
<th>Core fields of study</th>
<th>Administration</th>
<th>Citizens and democracy</th>
<th>Politics and policies</th>
<th>Quality and innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Case processing and task performance</td>
<td>Developing democracy and involving citizens</td>
<td>Preparing, implementing and steering political decisions.</td>
<td>Innovative task performance</td>
</tr>
</tbody>
</table>

The core fields of study take their starting point in the public administration bachelor's professional competences.
The compulsory modules of the programme are covered by the core fields of study:

<table>
<thead>
<tr>
<th>Modules</th>
<th>Core fields of study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administration</td>
</tr>
<tr>
<td>1: Politics and society</td>
<td></td>
</tr>
<tr>
<td>2: Administration of public sector organisations</td>
<td>X</td>
</tr>
<tr>
<td>3: The legal and organisational framework for public administration</td>
<td>X</td>
</tr>
<tr>
<td>4: Public administration work methods</td>
<td>X</td>
</tr>
<tr>
<td>5: Budgets, accounting and financial control</td>
<td>X</td>
</tr>
<tr>
<td>6: Public sector governance and development</td>
<td>X</td>
</tr>
<tr>
<td>11: Internship</td>
<td>(X)*</td>
</tr>
<tr>
<td>12: Knowledge and knowledge types in practice</td>
<td>X</td>
</tr>
<tr>
<td>13: Bachelor's project</td>
<td>(X)*</td>
</tr>
</tbody>
</table>

**ECTS credits**

- 40-90 ECTS credits
- 10-60 ECTS credits
- 30-80 ECTS credits
- 20-70 ECTS credits

* Depending on the particular internship and choice of bachelor project problem statement.

The compulsory programme modules make up the programme’s core fields of study and equal a total of 100 ECTS credits.

The elective modules are broadly related to the core fields of study and equal 60 ECTS credits.
2.3.3 General information

The study programme is closely related to practice, has a professional scope and is based on a synergy of knowledge generated in practice and through research and education; This is the so-called development-based approach. Professional and interdisciplinary skills are at the foundation of the programme modules. The modules incorporate knowledge of digitalisation, environmental issues, the interactions of different cultures as well as international conditions and perspectives. In addition to the specific professional learning outcomes defined for each module, the student will also work to improve the following personal and study-related competences:

- Study skills
- IT skills
- Decision-making skills
- Enterprising skills
- Collaboration skills
2.4 Modules

2.4.1 Module 1: Politics and society

Weight: 15 ECTS credits

This module introduces basic concepts and provides the student with an understanding of the overall framework for the public sector. The module also introduces social science research methods.

Contents

The public sector
- The extent and structure of the public sector
- Municipal, regional and state responsibilities
- Municipal, regional and state revenues and expenditures

The welfare society
- Welfare models
- The labour market, employment and productivity
- Welfare state financing

Democracy
- Democratic decision-making processes
- Interest groups, political organisations, the media and the division of power
- Civic influence and the welfare society
- The citizens' rights under the constitution as well as human rights

Globalisation and the EU
- The EU institutions and their responsibilities
- International differences and global integration
- The consequences of globalisation on the welfare state
- Denmark's competitive conditions and abilities

Constitutional law, legal theory and legal method
- The tripartition of power and the main Danish government entities
- The division of power and the interaction between the EU, the Danish state, regions and municipalities
- Sources of law and searching the sources of law
- Legal theory and research methods

Social science research methods
- Preparing and writing up a problem statement
- Searching for sources and source criticism
Intended learning outcomes

Knowledge
The student should have gained:

- knowledge of the structure and financing of the public sector as well as the distribution of roles and the interaction between municipalities, regions and central government
- knowledge about macro- and microeconomic interrelations
- knowledge about the social and institutional background of the welfare society and the public sector
- knowledge of the conditions for democracy and democratic decision-making processes
- knowledge of globalisation, in particular the EU’s influence on economic and political conditions in Denmark
- knowledge how the sources of law come into existence and the application of legal method

Skills
The student should be able to:

- describe the overall framework for the EU, central government, the regions and municipalities as well as their interactions and interrelations
- distinguish between the political and the administrative elements of administration
- describe different social conditions and problems
- evaluate democratic decision-making processes
- describe different kinds of economic policy and economic control
- describe foreign influence on development in the Danish economy
- identify and apply sources of law
- evaluate and communicate their choice of sources of law

Competences
The student should be able to:

- use relevant sources when considering and discussing topics and issues of a political and social nature
- contribute basic knowledge of politics and society in professional and interdisciplinary collaboration
- identify the need for updating his/her knowledge.
Assessment

Internally assessed examination.

Please refer to the educational institution's examination regulations for detailed information about the examination basis, the exam procedure, the exam type and form of assessment.

Institutional curriculum

Assessment:

Subsection 2\(^1\) Within the frameworks set out in this Ministerial Order and the ministerial order pertaining to the individual study programme, the educational institution must determine the following in the curriculum:

1) The examinations, including examination components, that are featured in the study programme as well as the weighting of the grades that are given for the individual examinations, see section 2(2).
2) The time at which examinations are held during the course of the study programme.
3) The deadline for de-registering for examinations, including de-registration because of illness, as well as when resit examinations are held, see sections 5-8.
4) Fulfilling the obligation to participate and handing in assignments and projects etc. that are pre-conditions for participating in examinations, see section 5(3).
5) Examination types, including the formal requirements to written answer papers, see section 9.
6) Examination design as individual examinations or group examinations, including the maximum number of students that are allowed to participate in an examination, whether the student is able to chose an individual examination rather than a group examination and the requirements to the individualisation of a written group exam assignment, see sections 10 and 11.
7) The use of examination aids, see section 14.
8) The examination language, see section 16.
9) Special examination conditions, see section 17.
10) The use of one's own work and the works of others, see section 18.
11) Disciplinary actions in events of academic misconduct and disruptive behaviour at examinations, see section 18.
12) Which examinations feature external assessment, see section 32(3).
13) How the assessment of the student's writing and spelling skills form part of the overall assessment of the examination performance, see section 33(2).

Compulsory preconditions:

\(^1\) Section 4(2) of Ministerial Order no. 714 of 27 June 2012 on Examinations and Degrees in higher professional education
2.4.2 Module 2: Administration of public sector organisations

Weight: 15 ECTS credits

This module focuses on public sector task performance and the role of the public administration bachelor in such work.

Contents

Political, organisational and administrative task performance
  - Process preparation
  - Decision implementation
  - Communication of processes and decisions
  - Organisation forms and organisation models
  - Decision-making processes
  - Citizens, citizen involvement and democratisation

Financial framework
  - The purposes of the budget
  - The budgeting process, at the central and at the local government levels
  - The interrelations between the budget and the financial accounts
  - Appropriation regulations and appropriation levels

The professional public administration bachelor
  - The liberties, choices and responsibilities of a professional public administration bachelor
  - Power seen from the legal, administrative and sociological perspective

Written communication
  - Professional communication
  - Academic communication

Intended learning outcomes

Knowledge
The student should have gained:
  - knowledge of central concepts and theories related to the preparation, implementation and communication of political, organisational and administrative decisions and processes
  - knowledge of the budget process and an understanding of its functions in the public sector
  - an understanding of the role and responsibilities of the professional public administration bachelor in a public sector organisation

Skills
The student should be able to:
  - describe and communicate professional issues related to the preparation and implementation of political, organisational and administrative decisions and processes
  - evaluate the budgeting process
  - apply ethical considerations and professional discretion in their administrative task performance.
**Competences**

The student should be able to:

- help in the preparation, implementation and communication of political, organisational and administrative decisions and processes
- identify the need for updating his/her own knowledge.

**Assessment**

Internally assessed examination

Please refer to the educational institution's examination regulations for detailed information about the examination basis, the exam procedure, the exam type and form of assessment.

### Institutional curriculum

**Assessment:**

Subsection 2 Within the frameworks set out in this Ministerial Order and the ministerial order pertaining to the individual study programme, the educational institution must determine the following in the curriculum:

1) The examinations, including examination components, that are featured in the study programme as well as the weighting of the grades that are given for the individual examinations, see section 2(2).

2) The time at which examinations are held during the course of the study programme.

3) The deadline for de-registering for examinations, including de-registration because of illness, as well as when resit examinations are held, see sections 5-8.

4) Fulfilling the obligation to participate and handing in assignments and projects etc. that are preconditions for participating in examinations, see section 5(3).

5) Examination types, including the formal requirements to written answer papers, see section 9.

6) Examination design as individual examinations or group examinations, including the maximum number of students that are allowed to participate in an examination, whether the student is able to chose an individual examination rather than a group examination and the requirements to the individualisation of a written group exam assignment, see sections 10 and 11.

7) The use of examination aids, see section 14.

8) The examination language, see section 16.

9) Special examination conditions, see section 17.

10) The use of one's own work and the works of others, see section 18.

11) Disciplinary actions in events of academic misconduct and disruptive behaviour at examinations, see section 18.

12) Which examinations feature external assessment, see section 32(3).

13) How the assessment of the student's writing and spelling skills form part of the overall assess-
ment of the examination performance, see section 33(2).

Compulsory preconditions:

2.4.3 Module 3: The legal and organisational framework for public administration

Weight: 15 ECTS credits

This module focuses on the legal basis and the organisational context for the public administration bachelor's task performance. It is furthermore intended to enable the student to identify and consider legal matters. This module concentrates on specific case processing work in municipalities, regions and central government.

Contents

Legal framework
- The Danish Public Administration Act
- The Danish Public Records Act
- The Danish Processing of Personal Data Act
- Municipal regulations
- The legal framework for the regions
- Public/private collaboration

Forms of organisation
- Centralisation and decentralisation
- Cross-disciplinary and cross-sectoral collaboration
- Interactions between public authorities, the market and civil society.

Intended learning outcomes

Knowledge
The student should have gained:
- an understanding of the legal framework applying to public administration
- knowledge of the legal basis for the organisation and governance of the public sector
- knowledge of the legal framework for collaboration between the public and the private sectors
- knowledge of the legal framework for collaboration between the public sector and civil society

Skills
The student should be able to:
- consider legal matters, select solution models and argue for his/her choice of solution
- communicate legal findings and court rulings to partners and citizens
- describe and evaluate the regulations on the limitations of the municipal authority (kommunalfuldmagt in Danish) as well as the limitations on regional responsibilities
- describe and determine the scope for municipal business enterprise and for collaboration between the public sector and the private sector, including the volunteer sector
- evaluate the forms of collaboration used in an organisational context.

**Competences**
The student should be able to:
- act within the legal framework for the national, regional and municipal fields of competence
- carry out independent and legally correct case processing
- contribute basic legal knowledge in cross-disciplinary and cross-sectoral collaboration
- identify the need for updating his/her own knowledge.

**Assessment**

Internally assessed examination.

Please refer to the educational institution's examination regulations for detailed information about the examination basis, the exam procedure, the exam type and form of assessment.

**Institutional curriculum**

Assessment:

Subsection 2 Within the frameworks set out in this Ministerial Order and the ministerial order pertaining to the individual study programme, the educational institution must determine the following in the curriculum:

1) The examinations, including examination components, that are featured in the study programme as well as the weighting of the grades that are given for the individual examinations, see section 2(2).

2) The time at which examinations are held during the course of the study programme.

3) The deadline for de-registering for examinations, including de-registration because of illness, as well as when resit examinations are held, see sections 5-8.

4) Fulfilling the obligation to participate and handing in assignments and projects etc. that are pre-conditions for participating in examinations, see section 5(3).

5) Examination types, including the formal requirements to written answer papers, see section 9.

6) Examination design as individual examinations or group examinations, including the maximum number of students that are allowed to participate in an examination, whether the student is able to chose an individual examination rather than a group examination and the requirements to the individualisation of a written group exam assignment, see sections 10 and 11.

7) The use of examination aids, see section 14.

8) The examination language, see section 16.

9) Special examination conditions, see section 17.

10) The use of one's own work and the works of others, see section 18.

11) Disciplinary actions in events of academic misconduct and disruptive behaviour at examinations, see section 18.
12) Which examinations feature external assessment, see section 32(3).
13) How the assessment of the student's writing and spelling skills form part of the overall assessment of the examination performance, see section 33(2).

Compulsory preconditions:

2.4.4 Module 4: Public administration work methods

Weight: 15 ECTS credits

This module focuses on the tools and methods for administrative task performance.

Contents

Administrative task performance
- Planning and conduct of evaluations with a view to performing quality development
- Quality concepts and quality models
- Evaluation concepts and evaluation models
- Documentation
- Project management and process management
- Description of case particulars, case processing and digitalisation

Social science research methods
- Research design
- Quantitative and qualitative research methods
- Introduction to applied philosophy of science.

Intended learning outcomes

Knowledge
The student should have acquired:
- knowledge of planning and conducting evaluations with a view to performing quality development
- knowledge of quantitative and qualitative research methods
- knowledge of communication forms in the administrative description of case particulars
- an understanding of project and process management

Skills
The student should be able to:
- plan and conduct evaluations
- define a relevant research design based on specific research problems
- collect, process and evaluate quantitative and qualitative sets of data
- evaluate and argue for his/her choice of research method
- document and communicate research results
- apply project and process management tools
**Competences**

The student should be able to:
- evaluate and carry out quality assurance of public sector task performance
- independently carry out problem-oriented project work
- draw up descriptions of case particulars
- work in cross-disciplinary and cross-sectoral projects

**Assessment**

Externally assessed examination.

Please refer to the educational institution's examination regulations for detailed information about the examination basis, the exam procedure, the exam type and form of assessment.

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**Institutional curriculum**

Assessment:

Subsection 2 Within the frameworks set out in this Ministerial Order and the ministerial order pertaining to the individual study programme, the educational institution must determine the following in the curriculum:

1) The examinations, including examination components, that are featured in the study programme as well as the weighting of the grades that are given for the individual examinations, see section 2(2).
2) The time at which examinations are held during the course of the study programme.
3) The deadline for de-registering for examinations, including de-registration because of illness, as well as when resit examinations are held, see sections 5-8.
4) Fulfilling the obligation to participate and handing in assignments and projects etc. that are preconditions for participating in examinations, see section 5(3).
5) Examination types, including the formal requirements to written answer papers, see section 9.
6) Examination design as individual examinations or group examinations, including the maximum number of students that are allowed to participate in an examination, whether the student is able to chose an individual examination rather than a group examination and the requirements to the individualisation of a written group exam assignment, see sections 10 and 11.
7) The use of examination aids, see section 14.
8) The examination language, see section 16.
9) Special examination conditions, see section 17.
10) The use of one's own work and the works of others, see section 18.
11) Disciplinary actions in events of academic misconduct and disruptive behaviour at examinations, see section 18.
12) Which examinations feature external assessment, see section 32(3).
13) How the assessment of the student's writing and spelling skills form part of the overall assess-
ment of the examination performance, see section 33(2).

Compulsory preconditions:

2.4.5 Module 5: Budgets, accounting and financial control

Weight: 15 ECTS credits

This module concerns the management of economic resources in the public sector.

Contents

Macroeconomics
- Income formation and the circular flow model
- Economic trends
- Structural policy, stabilisation policy and redistribution of income and wealth
- Globalisation and the EU's influence on the Danish economy

Budgets and accounting
- Budgeting models
- Budget behaviour theory
- Budgeting and accounting processes
- Service levels and key performance indicators
- Management information and management reporting

Organisation and financial control
- External factors affecting financial control in organisations
- Methods and models for financial control
- Different interests and powers existing within organisations

Intended learning outcomes

Knowledge
The student should have gained:
- knowledge of setting and describing service levels
- knowledge of budgeting models
- an understanding of the principles and conditions for financial control
- knowledge of concepts and theories on financial control in public organisations
- an understanding of the application of economic policy

Skills
The student should be able to:
- use and apply budgeting models
- describe and evaluate economic issues
- help in drafting and communicating decision proposals
- describe and evaluate internal economic matters in a public organisation
- act within the legal requirements to financial statements.

**Competences**

The student should be able to:

- include economic and political circumstances and other conditions in his/her professional work
- advise on the application of models for financial control in the public sector
- take part in budgeting processes in an independent manner
- identify the need for updating his/her knowledge.

**Assessment**

Internally assessed examination.

Please refer to the institutional examination regulations for information about the examination basis, the conduct of the examination, the examination type and assessment.

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**Institutional curriculum**

Assessment:

Subsection 2 Within the frameworks set out in this Ministerial Order and the ministerial order pertaining to the individual study programme, the educational institution must determine the following in the curriculum:

1) The examinations, including examination components, that are featured in the study programme as well as the weighting of the grades that are given for the individual examinations, see section 2(2).

2) The time at which examinations are held during the course of the study programme.

3) The deadline for de-registering for examinations, including de-registration because of illness, as well as when resit examinations are held, see sections 5-8.

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10) The use of one's own work and the works of others, see section 18.
11) Disciplinary actions in events of academic misconduct and disruptive behaviour at examinations, see section 18.
12) Which examinations feature external assessment, see section 32(3).
13) How the assessment of the student's writing and spelling skills form part of the overall assessment of the examination performance, see section 33(2).

Compulsory preconditions:

2.4.6 Module 6: Public sector governance and development

Weight: 15 ECTS credits

This module concerns different methods to approaching governance and development in the public sector.

Contents

Governance and organisation
- Governance paradigms and forms of governance
- Organisational theory and organisation psychology
- Different forms of collaboration between groups and individuals
- Management of project organisation teams and operating organisations
- Governance and strategies

Development and innovation
- Development processes, change processes and innovation processes at the organisation, group and individual levels
- Competence development
- Learning organisations and innovative organisations
- Civil involvement, user involvement, staff involvement and democratisation

Intended learning outcomes

Knowledge
The student should have gained:
- knowledge of public sector governance paradigms
- knowledge of organisation theory and organisational psychology
- knowledge of competence development and change processes at the organisation, group and individual levels
- knowledge of innovation models
Skills
The student should be able to:
- identify and apply governance tools
- use and apply innovation models
- identify the need for development on the organisation, group and individual levels
- identify cross-pressure and dilemmas at the organisation, group and individual levels
- involve users, citizens and staff in development tasks
- evaluate change processes and innovation processes

Competences
The student should be able to:
- contribute to the development of governance tools
- contribute to facilitating change processes and innovation processes
- put forward solution proposals to identified development and resource optimisation needs independently of others
- work innovatively where the interests of citizens, administration and politicians come together

Assessment
Externally assessed examination.

Please refer to the educational institution's examination regulations for detailed information about the examination basis, the exam procedure, the exam type and form of assessment.

Institutional curriculum

Assessment:

Subsection 2 Within the frameworks set out in this Ministerial Order and the ministerial order pertaining to the individual study programme, the educational institution must determine the following in the curriculum:

1) The examinations, including examination components, that are featured in the study programme as well as the weighting of the grades that are given for the individual examinations, see section 2(2).

2) The time at which examinations are held during the course of the study programme.

3) The deadline for de-registering for examinations, including de-registration because of illness, as well as when resit examinations are held, see sections 5-8.

4) Fulfilling the obligation to participate and handing in assignments and projects etc. that are preconditions for participating in examinations, see section 5(3).

5) Examination types, including the formal requirements to written answer papers, see section 9.

6) Examination design as individual examinations or group examinations, including the maximum number of students that are allowed to participate in an examination, whether the student is able to chose an individual examination rather than a group examination and the requirements to the indi-
7) The use of examination aids, see section 14.
8) The examination language, see section 16.
9) Special examination conditions, see section 17.
10) The use of one's own work and the works of others, see section 18.
11) Disciplinary actions in events of academic misconduct and disruptive behaviour at examinations, see section 18.
12) Which examinations feature external assessment, see section 32(3).
13) How the assessment of the student's writing and spelling skills form part of the overall assessment of the examination performance, see section 33(2).

Compulsory preconditions:

2.4.7 Modules 7-10: Elective modules

Weight: 60 ECTS credits

For further information about elective modules 7-10, please refer to the institutional curriculum at the end of this document.

2.4.8 Module 11: Internship

Weight: 30 ECTS credits

This module aims to link theoretical and practical knowledge and skills in order to create a professional practical foundation for the student's professional competence. The internship is designed to progress from observation to reflection and independent task performance within the scope of the profession.

Contents

- Performance of professional practices.
- Coupling skills and theory of the profession with professional practices.
- The organisation of the profession and its political, economic and legal framework.

Intended learning outcomes

Knowledge
The student should have gained:
- knowledge of public administration as a profession as well as its political, economic and legal framework
- specific experience after participating in the performance of practical tasks.
Skills
The student should be able to:

- convert acquired knowledge into practical task performance
- evaluate theoretical and practical issues relevant to his/her internship.
- apply relevant theory to carry out tasks for the internship host.

Competences
The student should be able to:

- identify his/her role as a professional in relation to the specific tasks related to the profession
- collaborate with other in his/her own profession and with people in other professions
- collaborate with others across professions from the perspective of their own profession.

Assessment
Internally assessed examination.

Please refer to the educational institution's examination regulations for detailed information about the examination basis, the exam procedure, the exam type and form of assessment.

Institutional curriculum
Assessment:

Subsection 2 Within the frameworks set out in this Ministerial Order and the ministerial order pertaining to the individual study programme, the educational institution must determine the following in the curriculum:

1) The examinations, including examination components, that are featured in the study programme as well as the weighting of the grades that are given for the individual examinations, see section 2(2).

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3) The deadline for de-registering for examinations, including de-registration because of illness, as well as when resit examinations are held, see sections 5-8.

4) Fulfilling the obligation to participate and handing in assignments and projects etc. that are preconditions for participating in examinations, see section 5(3).

5) Examination types, including the formal requirements to written answer papers, see section 9.

6) Examination design as individual examinations or group examinations, including the maximum number of students that are allowed to participate in an examination, whether the student is able to choose an individual examination rather than a group examination and the requirements to the individualisation of a written group exam assignment, see sections 10 and 11.

7) The use of examination aids, see section 14.

8) The examination language, see section 16.

9) Special examination conditions, see section 17.
10) The use of one's own work and the works of others, see section 18.
11) Disciplinary actions in events of academic misconduct and disruptive behaviour at examinations, see section 18.
12) Which examinations feature external assessment, see section 32(3).
13) How the assessment of the student's writing and spelling skills form part of the overall assessment of the examination performance, see section 33(2).

Compulsory preconditions:

2.4.9 Module 12: Knowledge and knowledge types in practice

Weight: 10 ECTS credits

This module deals with different approaches and methods for generating knowledge about and documenting and developing practice. This includes focus on applying knowledge in professional practices.

Contents

Reflecting on theory and practice
- Applying empirical knowledge acquired during the internship
- Different forms of knowledge
- Reflecting on one's own learning
- Public administration skills

Methods for use in the bachelor's degree project
- Philosophy of science – approaches to research
- Research design and research methods.

Intended learning outcomes

Knowledge
The student should have acquired:
- knowledge of public administration as a profession as well as its political, economic and legal framework
- knowledge of his/her own professional skills and their meaning in cross-sectoral collaboration
- an understanding of task performance in practice.

Skills
The student should be able to:
- apply acquired knowledge to consider practical tasks and situations
- consider theoretical and practical matters, select solution models and argue for his/her choice of solution.
**Competences**

The student should be able to:

- autonomously manage complex interactions aimed at development and occurring in education and professional work situations
- autonomously conceive and draw up a research design
- identify the need for updating his/her own knowledge.

**Assessment**

Internally assessed examination.

Please refer to the educational institution's examination regulations for detailed information about the examination basis, the exam procedure, the exam type and form of assessment.

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**Institutional curriculum**

Assessment:

Subsection 2 Within the frameworks set out in this Ministerial Order and the ministerial order pertaining to the individual study programme, the educational institution must determine the following in the curriculum:

1) The examinations, including examination components, that are featured in the study programme as well as the weighting of the grades that are given for the individual examinations, see section 2(2).

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4) Fulfilling the obligation to participate and handing in assignments and projects etc. that are preconditions for participating in examinations, see section 5(3).

5) Examination types, including the formal requirements to written answer papers, see section 9.

6) Examination design as individual examinations or group examinations, including the maximum number of students that are allowed to participate in an examination, whether the student is able to chose an individual examination rather than a group examination and the requirements to the individualisation of a written group exam assignment, see sections 10 and 11.

7) The use of examination aids, see section 14.

8) The examination language, see section 16.

9) Special examination conditions, see section 17.

10) The use of one's own work and the works of others, see section 18.

11) Disciplinary actions in events of academic misconduct and disruptive behaviour at examinations, see section 18.

12) Which examinations feature external assessment, see section 32(3).
13) How the assessment of the student's writing and spelling skills form part of the overall assessment of the examination performance, see section 33(2).

Compulsory preconditions:

2.4.10 Module 13: Bachelor's degree project

Weight: 20 ECTS credits

The purpose of the bachelor's degree project is for the student to autonomously combine theoretical, practical and development-oriented elements of the education and communicate the results based on a methodically sound foundation.

Contents

In the project, the student deals with an issue or problem of his/her choice originating in a practical context. The student must apply scientific research methods and involve practical experience in the project. The research problem for the bachelor's degree project must be drawn up by the student and approved by the educational institution. While working on the bachelor's project, the student may collaborate with practitioners of the profession.

The formal and other requirements to the bachelor project can be found in the "Bachelor's project guideline".

Intended learning outcomes

Knowledge
The student should have gained:
- knowledge of the core areas of the chosen research problem
- knowledge of theories and methods relevant to the scope of the research problem
- knowledge of the phases and methods of project work

Skills
The student should be able to:
- reflect autonomously on the consequences of his/her choice of method and project design
- reflect autonomously on the relevance of different theories
- apply relevant methods and tools for searching for, gathering and analysing information
- independently communicate his/her work effectively and accurately

Competences
The student
- must provide documentary evidence of his/her own development of knowledge and skills within the chosen topic
- should be able to reflect on and suggest new actions to be used in practice.
Assessment

Externally assessed examination.

Please refer to the educational institution's examination regulations for detailed information about the examination basis, the exam procedure, the exam type and form of assessment.

**Institutional curriculum**

Assessment:

Subsection 2 Within the frameworks set out in this Ministerial Order and the ministerial order pertaining to the individual study programme, the educational institution must determine the following in the curriculum:

1) The examinations, including examination components, that are featured in the study programme as well as the weighting of the grades that are given for the individual examinations, see section 2(2).

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4) Fulfilling the obligation to participate and handing in assignments and projects etc. that are pre-conditions for participating in examinations, see section 5(3).

5) Examination types, including the formal requirements to written answer papers, see section 9.

6) Examination design as individual examinations or group examinations, including the maximum number of students that are allowed to participate in an examination, whether the student is able to chose an individual examination rather than a group examination and the requirements to the individualisation of a written group exam assignment, see sections 10 and 11.

7) The use of examination aids, see section 14.

8) The examination language, see section 16.

9) Special examination conditions, see section 17.

10) The use of one's own work and the works of others, see section 18.

11) Disciplinary actions in events of academic misconduct and disruptive behaviour at examinations, see section 18.

12) Which examinations feature external assessment, see section 32(3).

13) How the assessment of the student's writing and spelling skills form part of the overall assessment of the examination performance, see section 33(2).

**Compulsory preconditions:**
2.5 Core fields of study

2.5.1 Citizen and democracy

Weight: 10-60 ECTS credits

Contents

The contents of the core fields of study are theories, concepts and methods that make up the basis for developing the competence to act as a professional. The subjects are understanding democracy, democratic forms of governance and learning processes. Furthermore the student will learn about the practical implementation of equal rights for all citizens. This core field of study focuses on professional dialogue in a democratic context that gives priority to the exercise of official authority.

Intended learning outcomes

Knowledge
The student should have gained:
- knowledge of the conditions for democracy and democratic decision-making processes
- knowledge of the legal framework for collaboration between the public sector and civil society

Skills
The student should be able to:
- evaluate democratic decision-making processes
- involve users, citizens and staff in development tasks

Competences
The student should be able to:
- contribute basic knowledge of politics and society in professional and interdisciplinary collaboration
- identify the need for updating his/her knowledge.
2.5.2 Administration

Weight: 40-90 ECTS credits

Contents

The contents of this core field of study are theories, concepts and methods that take their starting point in the practices of the profession. While focusing on administrative case processing and daily operations, they relate to good administrative practice, financial control, increasing efficiency and the legal foundations for public case processing and day-to-day operations. This core field of study focuses on evidence- and research based knowledge as well as knowledge generated in practice and through practical experience. This core area provides the student with documentation and communication skills and enables him/her to focus on his/her own learning and development in a practical setting.

Intended learning outcomes

Knowledge

The student should have gained:

- knowledge of budgeting models
- knowledge of the budgeting process and its function in the public sector
- an understanding of the professional administration bachelor's role in a public sector organisation
- an understanding of the legal framework applying to public administration
- knowledge of the legal framework for collaboration between the public and the private sectors
- knowledge of quantitative and qualitative research methods
- knowledge of communication forms in describing case particulars
- an understanding of project and process management
- knowledge of determining and describing service levels
- an understanding of the conditions for and the limitations of financial control
- knowledge of organisation theory and organisational psychology
- knowledge of public administration as a profession as well as its political, economic and legal framework
- knowledge of his/her own professional skills and their meaning in cross-sectoral collaboration
- an understanding of practical task performance.

Skills

The student should be able to:

- describe and communicate professional issues related to the preparation and implementation of political, organisational and administrative decisions and processes
- use and apply budgeting models
- evaluate the budgeting process
- apply ethical considerations and professional discretion in administrative task performance
- help in the preparation, implementation and communication of political, organisational and administrative decisions and processes
- consider legal matters, select solution models and argue for his/her choice of solution
- communicate court rulings to partners and citizens
- describe and interpret the regulations on the limitations of the municipal authority (kommunalfuldmagt in Danish) as well as regional responsibilities
- describe and determine the scope for municipal business enterprise and for collaboration between the public sector and the private sector, including the volunteer sector
- define a relevant research design based on specific research problems
- collect, process and evaluate quantitative and qualitative sets of data
- evaluate and argue for his/her choice of research method
- apply project and process management tools
- describe and evaluate economic issues
- help in drafting and communicating decision proposals
- describe and evaluate internal economic matters in a public organisation
- identify the need for development at the organisation, group and individual levels
- apply acquired knowledge to consider practical tasks and situations
- consider theoretical and practical matters, select solution models and argue for his/her choice of solution.

**Competences**
The student should be able to:
- identify the need for updating his/her own knowledge
- act within the legal framework for the national, regional and municipal fields of competence
- carry out independent and legally correct case processing work
- independently carry out problem-oriented project work
- draw up descriptions of case particulars
- work in cross-disciplinary and cross-sectoral projects
- advise on the application of models for financial control in the public sector
- take part in budgeting processes in an independent manner
- autonomously manage complex interactions aimed at development and occurring in education and professional work situations
- autonomously conceive and draw up a research design
2.5.3 Politics and policies

Weight: 30-80 ECTS credits

Contents

This core area comprises theories, concepts and methods that use research based knowledge to relate to, explain and interpret the conditions within which the political system and policies exist. The course unit focuses on knowledge, skills and competences in public sector organisations, policy analyses and managing political decisions and processes.

Intended learning outcomes

Knowledge
The student should have acquired:
- knowledge about macro- and microeconomic interrelations
- knowledge about the social and institutional foundation of the welfare society and the public sector
- knowledge of globalisation, in particular the EU's influence on economic and political conditions in Denmark
- knowledge how the sources of law come into existence and the application of legal method
- knowledge of central concepts and theories related to the preparation, implementation and communication of political, organisational and administrative decisions and processes
- knowledge of the legal basis for the organisation and governance of the public sector
- an understanding of project and process management
- knowledge of concepts and theories on financial control in organisations
- knowledge of the background and the conditions for pursuing an economic policy
- knowledge of public sector governance paradigms

Skills
The student should be able to:
- describe the overall framework for the EU, central government, the regions and municipalities as well as their interactions and interrelations
- distinguish between the political and the administrative parts of administration
- describe different social circumstances and problems
- describe different kinds of economic policy and economic control
- describe foreign influence on developments in the Danish economy
- identify and apply sources of law
- evaluate and communicate their choice of sources of law
- help in the preparation, implementation and communication of political, organisational and administrative decisions and processes
- document and communicate research results
- apply project and process management tools
- understand macroeconomic issues and consider relevant solution possibilities
- act in accordance with legal requirements to financial accounts.
- identify and apply technologies for governance

Competences
The student should be able to:
- use relevant sources when considering and discussing topics and issues of a political and social nature
- contribute basic knowledge of politics and society in professional and interdisciplinary collaboration
- contribute basic legal knowledge in cross-disciplinary and cross-sectoral collaboration
- work in cross-disciplinary and cross-sectoral project teams
- include considerations of economic and political circumstances and interrelations in his/her professional work
- identify the need for updating his/her own knowledge.

2.5.4 Quality and innovation

Weight: 20-70 ECTS credits

Contents

This core area deals with theories, concepts and methods related to innovating public welfare services and welfare solutions and quality assurance. The course focuses on new organisation structures and new ways of managing public product development and administration tasks in the future. The central elements of this course unit are developing cross-professional and cross-sectoral collaboration between public organisations, private organisations and civil society and quality assurance of such collaboration.

Intended learning outcomes

Knowledge
The student should have acquired:
- an understanding of project and process management
- knowledge of change processes at the organisation, group and individual levels
- knowledge of innovation models
- knowledge of planning and conducting evaluations with a view to performing quality development

Skills
The student should be able to:
- apply project and process management tools
- involve users, citizens and staff in development tasks
- use and apply innovation models
- evaluate change processes and innovation processes
- plan and carry out evaluations.

Competences
The student should be able to:
- work on cross-disciplinary and cross-sectoral projects
- contribute to the development of governance technologies
- contribute to facilitating change processes and innovation processes
- autonomously conceive and present solution proposals to identified development and resource optimisation needs
- work innovatively where the interests of citizens, administration and politicians come together
- autonomously manage complex interactions aimed at development and occurring in education related and professional work situations
- identify the need for updating his/her own knowledge.
- evaluate and carry out quality assurance on public sector task performance.

2.6 Other provisions

2.6.1 Credit transfer

Passed modules or parts of modules that have been passed at a different educational institution can be approved if they are equivalent to similar modules or parts of similar modules featured in this curriculum.

If the module in question was assessed according to the 7-point grading scale at the educational institution where the examination was taken, and if the module is equal to a module described in this curriculum, the grade may be transferred if the result of the assessment was a grade. In all other cases, the assessment will be transferred as 'passed' and will not be included in the calculation of a grade average.

The educational institution may approve that passed educational components from a different Danish or foreign higher education replace educational components under this curriculum. For such approval, the educational component is considered completed if it is passed according to the regulations applying to the study programme or education in question. The assessment will be transferred as 'credit transfer'.

For more information about credit transfer and further education, please refer to local rules.

| Local credit transfer regulations (the Ministerial Order on Examinations in Professional Higher Education Programmes) |

2.6.2 Exemption

In cases of exceptional circumstances, the educational institution may exempt students from the requirements that are solely set out in the curriculum.

2.6.3 Effective date

This curriculum applies to students who commence their study on or after 1 September 2013.
3 Institutional curriculum

- Elective modules
  ▪ contents
  ▪ ECTS credits
  ▪ Learning outcomes
  ▪ Taught semester

- Internship
  ▪ Rules for completion of the internship including requirements and expectations to the parties involved.

- Examinations

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  5) Examination types, including the formal requirements to written answer papers, see section 9.

  6) Examination design as individual examinations or group examinations, including the maximum number of students that are allowed to participate in an examination, whether the student is able to chose an individual examination rather than a group examination and the requirements to the individualisation of a written group exam assignment, see sections 10 and 11.

  7) The use of examination aids, see section 14.

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  9) Special examination conditions, see section 17.

  10) The use of one's own work and the works of others, see section 18.

  11) Disciplinary actions in events of academic misconduct and disruptive behaviour at examinations, see section 18.

  12) Which examinations feature external assessment, see section 32(3).

  13) How the assessment of the student's writing and spelling skills form part of the overall assessment of the examination performance, see section 33(2).

- Completion
  - Obligation to participate
  - Leave of absence
  - Transfer between study programmes
  - Credit transfer
  - De-registration from a study programme

- Teaching and learning methods

- Internationalisation

- Transition between curricula

- Exemptions

- Complaints procedures