



FREDERICIA
MASKINMESTERSKOLE

FREDERICIA COLLEGE
OF MARINE & TECHNICAL ENGINEERING

Curriculum for the Bachelor in Technology Management and Marine Engineering, 2018

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1. Validity

This curriculum describes the Bachelors degree in Technology Management and Marine Engineering at Fredericia College of Marine and Technical Engineering (in Danish: Fredericia Maskinmesterskole, or for short: FMS). It applies for all students beginning their course in August 2018 or later.

FMS has two campuses, one in Fredericia and one in Esbjerg. The curriculum is the same at both campuses.

The curriculum is based on the Danish Ministry of Higher Education and Science's Executive Order no. 1348 of 23 November 2018 (order on the Bachelors degree course in technology management and marine engineering), Executive Order no. 1585 of 13 December 2016 (order on examinations for maritime training programmes), and Executive Order no. 1351 of 16 June 2021 (order on approval and quality assurance, etc. of maritime training programmes).

Students in their first three semesters, beginning their fourth semester in August 2018 and later, will complete their education with this curriculum.

The curriculum is based on the European Credit Transfer System (ECTS). The ECTS is used to enable credit transfer between Danish and foreign study programmes and to ensure their comparability. 60 ECTS credits are the equivalent of a full year of study.

2. Object

The object of the Bachelor of Technology Management and Marine Engineering is to qualify students to assume responsibility for operations and maintenance of technical systems and installations at management level, both on ships and in land-based companies. Students will also be qualified to be responsible for ensuring that these systems and installations are operated optimally, from a safety, operational and environmental point of view.

Students completing the programme in accordance with the Executive Order will pass the marine engineering examination. Successful students may then use the title "Bachelor of Technology Management and Marine Engineering".

The shortened title is BTecMan & MarEng.

(2) After completing the course, the student must have acquired the theoretical basis for:

1) achieving certification to take technical responsibility for electrical systems, cf. the executive order on certification of persons with technical responsibility for electricity, heating and sanitation, sewer installations and gas, etc.

2) acquiring boiler operator certificates and certification in refrigeration and cooling technology, cf. the executive order in force on working environment training programmes, and

3) enrolling for courses qualifying participants for adjustment and functional testing of gas-fired installations of more than 135 kW, cf. the executive order on personal, professional qualifications for the accountable technical specialist and their employees in authorised and approved, competent enterprises.

(3) After completing the degree programme with maritime electives, the student must meet the requirements of chapters III/2 and III/6 of the International Convention on Standards of Training, Cer-

tification and Watchkeeping for Seafarers (STCW) as subsequently amended. This is so that a Certificate of Competency can be issued once the conditions have been met for issue of a certificate of competency as a ship's engineer in accordance with current orders on qualification requirements for seafarers and fishermen and on certificates of competency and certificates of proficiency.

(4) STCW components recur in several of the degree programme's academic subjects. There are references in the appendices to the teaching guides to the parts of the STCW convention covered by the specialist field. These are theoretical elements which, together with work experience prior to gaining the Certificate of Competency, meet the requirements. In some subjects, the student must combine several academic subjects and/or transfer knowledge in order to meet the requirement.

3. Salient points of the degree programme

The Bachelor of Technology Management and Marine Engineering corresponds to level 6 of the Danish Qualifications Framework for Lifelong Learning.

The programme is based on trade and profession, and on broad, basic knowledge as well as the latest research and development results within the engineering profession. Technical breadth and depth are given high priority. This ensures the best prerequisites for working with the latest R&D knowledge.

The degree programme qualifies students for positions as tomorrow's technical leaders and for further education at Masters level.

The course includes work experience, the aim being to develop students' understanding of the professional work environment and to link theoretical knowledge to practice. Students must be capable of using English as a working language.

The programme is designed to help the student grow into the role of student and to acquire technical skills as well as the ability both to acquire and to communicate knowledge.

(2) English is used in several academic subjects in several ways. An English summary must be prepared for all written assignments, according to the following guidelines:

- In all academic subjects, a brief English summary, with correct use of technical terms, must accompany reports of laboratory work, simulator work and similar minor projects.
- For projects and other large written assignments, the English summary must be 1-2 standard A4 pages in length, although no more than 10% of the text, see section 19 (2).

All academic subjects make use of English literature. This may include books, articles and other supplementary materials. In addition, classes are taught in English on some parts of the course.

4. Qualifications framework

What is a qualifications framework?

A qualifications framework is an overall, systematic description of the different types of degree offered in a given educational system. Within a qualifications framework, the degrees are linked to the educational system's levels, and their salient points are described. These may be various formal conditions, such as entry requirements, length of time spent on study and opportunities for subsequent further education. One characteristic specific to a qualification framework is that levels and degrees are described based on the learning outcome a student will typically reach at the end of the course, focusing on the student's learning rather than more traditional aspects such as curriculum, teaching styles and time spent.

Architecture and key concepts of the qualifications framework

The qualifications framework centres on a range of elements and terms, which in combination form a structure for describing further education in Denmark. The most important elements of the design of the qualifications framework are presented and defined below. These are:

- Learning outcomes
- Level descriptions
- Degree descriptions

Learning outcomes

Within the scope of the qualifications framework, goals describe the learning outcome a person with a given qualification should have reached. Learning outcome is divided into three overall categories. These increase the range of the taxonomic description of the learning outcome:

- Knowledge
- Skills
- Competence

In general, a graduate with a professional Bachelors degree should have reached the following learning outcomes:

Knowledge:

- Must have knowledge of theory, methodology and practice within a profession or field of study
- Must be able to understand theory and methodology and reflect on the profession's application of theory and methodology

Skills:

- Must be able to apply one or more of the field of study's methods and tools and be able to apply the skills appropriate to jobs within the field(s) of study or profession.
- Must be able to assess theoretical and practical issues as well as justify and select relevant solution models.
- Must be able to communicate professional issues and approaches to peers, laymen, business partners and users.

Competence:

- Must be able to handle complex and development-oriented situations in work- or study-related contexts
- Must be able to enter autonomously into professional and interdisciplinary collaboration and take responsibility within the scope of professional ethics
- Must be able to identify their own learning needs and to develop their own knowledge and skills in relation to their profession

FMS applies the three categories in the following way:

Knowledge:

This category relates to students' understanding of and knowledge about theories, empirical studies, methodology, key concepts and practices within the professional field.

The learning outcome is that the student is able to describe, classify, explain, define or in some other way reproduce the knowledge and understanding they have acquired.

Skills:

This category concerns students' use of knowledge to resolve issues, complete assignments, and, on the whole, to be able to relate to the real phenomena of the field of technology management and marine engineering.

The learning outcome is that the student must be able to produce knowledge and apply, analyse, assess, provide a perspective on, argue, discuss and reflect on professional issues.

Competence:

This category includes students' design, performance and communication of their work in a clear, easily understandable manner.

The learning outcome is that the student's performance has an element of good, professional work. The student must be able to combine knowledge and skills with practical and theoretical work by handling, practising, initiating, taking responsibility for, developing and structuring their work within the field of engineering.

Learning outcomes of the Bachelor of Technology Management and Marine Engineering:

Knowledge

A marine engineer can:

1. explain the methodology and theories of leadership, safety, innovation, operations and energy optimisation and internationalisation that are used by marine engineers in their profession,
2. explain the principles of construction of machinery, process and electrical systems and installations as well as the safety, optimisation and leadership aspects related to the systems and installations,
3. explain a craftsman's methods for operating and maintaining machinery, process and electrical systems and installations,
4. explain the basic, scientific concepts applied in the profession,
5. explain the maritime trade organisation, including the division of responsibilities between the various sectors, departments and operators,
6. explain the law applicable to performance of the profession,
7. explain development activities and research results applicable to the profession, and
8. explain the key concepts of entrepreneurship and innovation.

Skills

A marine engineer can:

1. analyse how theoretical leadership models can be applied in practice and communicate the result at a professional level,
2. evaluate theoretical, economic calculation models for technical systems and installations and communicate the result at a professional level,
3. calculate and analyse operational data with a view to optimising energy and operations,
4. calculate and analyse environmental data with a view to optimising energy and operations,
5. operate, run and maintain machinery, process and electrical systems and installations,
6. perform measurements and troubleshooting for machinery, process and electrical systems and installations,
7. use technical drawings, flow sheets, electrical circuit diagrams and control diagrams,
8. prepare professional, written and oral communication in English suitable for use in an international environment,
9. collect, evaluate and apply new knowledge within the professional field,
10. apply relevant scientific methodology to analysis of issues of significance for the profession, and
11. manage and demonstrate project-structured and development-oriented working methods and communicate the results to business partners and users.

Competence

A marine engineer can:

1. select and perform relevant technical calculations for machinery, process and electrical systems and installations,
2. take the initiative for and plan tasks relevant to the profession and collaborate with others to perform the tasks and evaluate the results,
3. take responsibility for operations and maintenance based on safety, operational and environmental considerations,
4. develop solutions for optimisation of operations and energy for machinery, process and electrical systems and installations,
5. work with people with different educational or cultural backgrounds in management and cooperative contexts,
6. compare experiences, practical skills and theoretical knowledge and communicate the results at a professional level,
7. acquire a thorough understanding of subjects, fields and issues relevant to work within the profession,
8. select, review and apply data, including relevant results of research and development activities in relation to specific, complex tasks within the scope of the profession,
9. take responsibility for and work autonomously with own learning needs and methods in order to develop within the profession of technology management and marine engineering, and
10. discuss the work involved in the profession from the viewpoint of organisational and administrative frameworks and social conditions.

To achieve the goals of the Executive Order on the Bachelor of Technology Management and Marine Engineering:

- Teaching focuses on scientific disciplines and traditional, electrotechnical and mechanical engineering subjects, and teaching is organised such that degree of difficulty and complexity increase throughout the course.
- The latest national and international knowledge and novel methodologies relevant to marine engineers are integrated into the teaching.
- A practical approach lies at the core of the course, based on interdisciplinary, laboratory and project work as well as on collaboration with other colleges and companies.
- Teaching incorporates experience gained from work experience and knowledge about key trends within the profession and about methods for developing the profession and for performing quality and development work.
- Both the theoretical and practical elements of the course involve teaching styles and learning environments that develop students' autonomy, interpersonal skills, reflection and ability to generate professional innovation.
- Importance is attached to providing students with the opportunity to obtain practical experience as a marine engineer, for instance, through work experience, and to incorporating this throughout the entire course.
- Collaboration with universities provides easy access to relevant research outcomes and the opportunity to participate in relevant research with the potential to contribute to teaching.

5. Entry requirements

The entry requirements for the Bachelor of Technology Management and Marine Engineering are described in the Executive Order on Admission to Academy Profession Degree Programmes and Professional Bachelors Degree Programmes.

- Anyone completing upper secondary school education is eligible for admission.
- Students with vocational training must meet specific entry requirements: Mathematics, English and Danish, and either physics or chemistry: two of these subjects at at least Level B (Danish upper secondary school level).
- To be eligible to take the entry examination for engineering courses, applicants must have: Mathematics, English and Danish, and either physics or chemistry: two of these subjects at at least Level B (Danish upper secondary school level).

6. Content and duration of the degree programme

The degree programme is divided into semesters, comprising a total of nine, six-month semesters.

Semesters 1–3 are aimed at students who have completed an upper secondary education and have no craftsmen's skills. Students spend approximately nine months at an apprentice training school and approximately nine months with work experience in a company or nine months seagoing service as engine cadet. The degree programme is organised such that students who have completed a relevant vocational training programme do not need to complete the entire apprentice training and work experience.

Semesters 4–7 consist of mandatory courses.

Semester 8 consists of 20 ECTS credits worth of electives and 10 ECTS credits worth of mandatory elements.

Semester 9 consists of 15 ECTS credits worth of professional work experience at sea or ashore and a Bachelor project worth 15 ECTS credits.

7. The degree programme's academic subjects

The degree programme consists of a number of academic subjects, each with a detailed description of key topics.

	BM1	BM2	BM3	BM4	BM5	BM6	BM7	BM8	BM9	TO-TAL
Apprentice training school	30	15								45
Company work experience		15	30							45
Thermal machinery and systems (TM)				10	10*	10	10			40
Electrical engineering and installation (EL)				12	13*	8	12			45
Process analysis and automation (PA)				6	5	4				15
Management and leadership (MAN)						5	5	10		20
Electives								20		20
Interdisciplinary elements (IE)				2	2	3	3			10
Professional work experience (WE)									15	15
Bachelor project									15	15
TOTAL ECTS	30	30	30	30	30	30	30	30	30	270

*2 ECTS allocated for the project.

8. Structure of the degree programme

For each field of study, including work placements, there is a teaching guide describing the academic subjects and interdisciplinary contexts included in the semester. Teaching guides are an element of the curriculum.

Semester 1–2. The first seven and a half months are spent at apprentice training school, followed by project work. Work experience in a company or at sea begins in the middle of semester 2.

Semester 3 consists of work experience in a company or as seagoing service as engine cadet.

The first year of the degree programme after apprentice training school and company work experience.

In semesters 4–5, basic technical and scientific skills are given high priority. Students must be able to use mathematics, physics and chemistry as tools for analysing and calculating technical subjects. Students must be able to describe and reflect on their own work as well as to work in teams. Practical experiments must be incorporated into the teaching to the greatest possible extent.

During the first year, students will receive tuition in electrical engineering (EL), thermal machinery (TM), process analysis (PA) and interdisciplinary elements (IE). The aim of the interdisciplinary elements is to improve students' ability to identify connections and to describe and reflect on their own work.

In semesters 6–7, work is more project-oriented, and students can be expected to be proactive in acquiring knowledge.

In semester 8, students specialise by selecting one of the elective programmes offered by the college together with classes in leadership and economics. Alternatively, students can choose to specialise at another Danish or foreign university.

In semester 9, the degree programme finishes with professional work experience, involving a work placement either in a shore based company or at sea. Students write a Bachelor project and the course ends with an examination on the project.

9. Examinations

The college conducts a commencement of studies exam. The commencement of studies exam is described in more detail in the teaching guide/"Rules for Examinations and Evaluation". The exam is taken just after the course begins. If a student fails the exam, there will be a resit examination no later than three weeks after the course begins. If the student also fails the resit, the student will be withdrawn from the course without further notice. The commencement of studies exam is conducted during BM1. The examination is not an academic examination, its purpose is to ensure that the student is, in reality, a student.

The degree programme must at least include the following examinations:

1. At least one internal or external examination after the first year of study after apprentice training school and work experience,
2. External examination of the Bachelor project
3. Examination for an electrician's licence, approved by the Danish Safety Technology Authority. The Danish Safety Technology Authority appoints examiners.

Rules and scope of examinations are laid down in the college's "Rules for Examinations and Evaluation". Examinations and evaluation are described in more detail in the teaching guides.

Courses in an academic subject must be passed before the final examination in the subject. Course certificates are issued in accordance with the provisions in force for the course.

(2) Resit examinations and makeup examinations

Resits are available for all examinations. Resits are described in more detail in the "Rules for Examinations and Evaluation". If a student receives a fail for work experience, the college management will decide how to proceed.

(3) Achievement test

The 4th semester of the degree programme includes achievement tests. Together with feedback from instructors, the aim of these tests is to help students evaluate their own efforts.

(4) Evaluation plan:

Sem.	Field of study	Evaluation format	Certification	Other examinations Approved/ Not approved
BM1	Apprentice training school	Internal, written exam	Pass/Fail 30 ECTS	Commencement of studies exam
BM2	Apprentice training school, project	Internal, written report and product	Pass/Fail 15 ECTS	
BM3	Company work experience	External, written log-book	Approved/Not approved 45 ECTS	
BM4	EL/TM/PA	Internal, participation in achievement test	Pass/Fail 30 ECTS	
BM5	Project	Internal, oral defence of project, without examiner	7-grade scale, 6 ECTS	
	TM/EL/PA Divided into three partial evaluations	Internal, portfolio	Pass/Fail 24 ECTS	
BM6	PA	External, oral defence of project, with examiner	7-grade scale, 4 ECTS	
	TM/MAN/IE	Internal portfolio	Pass/Fail 18 ECTS	
BM7	Electrician's licence	External, written exam, with examiner	7-grade scale, 20 ECTS	
	TM/MAN/IE	Internal portfolio, two progress exams	Pass/Fail 18 ECTS	
BM8	Electives (all three programmes)	Internal, one evaluation	7-grade scale, 20 ECTS	
	Management (MAN)	Internal, oral defence of synopsis.	7-grade scale, 10 ECTS	
BM9	Work experience (WE)	External, written log-book	Approved/Not approved 15 ECTS	
	Bachelor project	External, oral defence of project, with examiner	7-grade scale, 15 ECTS	

10. Time limit

The degree must be completed within the number of years corresponding to the officially stipulated time of study plus two years. For students achieving credits which shorten the degree programme, the officially stipulated time of study is calculated as the part of the programme that must be completed.

Where special circumstances justify it, the college may grant dispensation from the above deadlines.

11. Credit transfer

The following rules are laid down in the Danish University Programme Order (uddannelsesbekendtgørelsen) regarding credit transfer:

18. Successfully completed programme elements are equivalent to corresponding programme elements at other universities which offer the same programme.

(2) The student is obliged to report programme elements completed on a different Danish or foreign degree programme as well as employment which must be assumed to be eligible for credit transfer. In each individual case, or in the event of rules in the curriculum, the university approves credit transfer based on completed programme elements and employment commensurate with subjects, programme elements and work experience elements. Decisions are based on an academic evaluation.

(3) Following the university's specific academic evaluation, students who have completed a vocational training course or have relevant professional experience of at least two years' duration may be awarded credit for the whole or parts of the tuition at the apprentice training school and of the company work experience. Credit cannot be awarded for professional work experience.

(4) In the event of prior approval of a study placement in Denmark or abroad, the student has a duty at the end of the placement to document programme elements completed during the approved placement. In connection with prior approval, the student must give the university consent after the end of the placement to collect the necessary information.

(5) In the event of approval according to (2) and (4), the programme element is considered completed if the student receives a pass according to the rules for the study programme in question.

(6) On its website, the university must publish statistics of decisions on credit transfer, including prior credit.

19. The university's decisions on credit transfer may be appealed to the Danish Qualifications Board (Kvalifikationsnævnet).

(2) Applications for credit transfer which are expected to shorten the degree programme are processed in connection with admission. The applicant must submit a CV, references, payslips or other documentation.

(3) If a student at the apprentice training school applies for credit for the whole or parts of the company work experience, they must do so before the end of the first semester of the degree programme. Applications for credit transfer will not be processed during the first three months after commencement of studies.

As a general rule, the conditions for transfer of credit for company work experience are employment relevant to the academic content of the apprentice training school. Other employment will not usually be included in the academic evaluation.

(4) When a student studies abroad or at a different Danish university, the college must grant prior approval of the subjects the student wishes to study. Credit is registered once proof of completion of the course has been issued.

12. Study activity

Active study means active participation in both classes and group work. Enrolment in an examination may be denied if study activity is considered lacking. This will count as an attempt at the examination.

(2) It may be obligatory to attend classes which prepare students for a mandatory course.

(3) Further requirements may be defined for participation in classes at the apprentice training school.

13. Leave

Once students have passed the first year of study, they may apply for leave for a period of no less than one semester and no more than one year.

In special circumstances, leave may be approved during the entire degree programme if leave is due to maternity leave, adoption, documented illness, military service, service for the UN or the like.

(2) Ordinary leave will not be granted if it means that the course cannot be completed within the standard time frame laid down in section 10.

14. Courses

Several of the courses in the degree programme may be mandatory. This applies in particular to maritime electives.

(2) Students who do not attend, or who do not participate actively in, a mandatory course without a legitimate reason may be charged the fee for a new course. This also applies to classes prior to the course.

15. Teaching styles

The college's pedagogical profile and position on selection of various teaching styles supports the development of students' leadership, cooperation and analytical skills. A marine engineer (ME) are therefore able to participate in project teams at all levels, either as a project leader or as an ordinary team member. MEs will also be autonomous problem solvers.

The pedagogical profile will promote the overall aim of the degree programme to provide leadership and polytechnical skills by ensuring increasing concentration on interdisciplinary competences, a holistic approach and project focus.

The college uses teaching styles which ensure close contact to students and which produce high standards of learning outcomes. In order to have a positive effect on the quality of a degree programme, teaching must be well-organised and student-centred. Students will experience teaching that is well-organised and varied, ensuring that students' learning is centre stage.

FMS makes use of a variety of teaching styles to support learning goals, based on teaching in classes.

Teaching styles at FMS include:

- Class teaching (lectures, dialogue, examinations, assignments).
- Group work and project work, typically in groups of two to five.
- Exercises and experiments in the college's workshops, laboratories and simulator.
- Collaboration with companies on projects, etc.
- Use of guest lecturers where relevant.

The degree programme is semester-based, and the initial semesters are primarily timetabled, requiring class attendance. In addition, there are lectures in the auditorium and practical experiments in laboratories. In the final semesters, the aim is for students to achieve an all-round understanding of the profession, and teaching focuses more on project work.

Students are expected to develop academically and methodically throughout the course, the aim being to develop their ability to think and tackle interdisciplinary issues. Graduates must be able to handle complex, development-oriented situations and to cooperate across disciplines and cultures.

(2) The table below describes students' expected progression through the theoretical elements of the programme. Similar progression can be expected during the initial semesters in the practical elements of the degree programme.

Focus area	BM4	BM5	BM6	BM7-9
Subject and interdisciplinary competence	Element level	Several elements/systems	Systems	Complex systems
Methodology	Tools/methodology	Methodology and theories	Methodology and theories	Reflective
Working method/collaboration	Guided work, incl. groups	Guided/autonomous work with supervision	Autonomous work with supervision	Autonomous with supervision
Communication/language	Defined report with abstract	Reports and projects with abstract	Reports and projects with abstract	Project with executive summary

Teaching is broadly based within the scope of the Executive Order as well as in electives that support integration of the profession in the business sector and local community. The degree programme culminates in a Bachelor project.

16. Laboratory and simulator work

Laboratory work is an element of EL, PA and TM. Scope and topics are defined in more detail in the teaching guides.

Laboratory and simulator work must usually be documented in written form. This must at least include the aim of the work as well as expected and actual results. In addition, there must be an evaluation of the result.

(2) Use of a simulator in tuition on operation of steam boilers and steam installations is mandatory.

(3) All work in laboratories and workshops must be conducted completely safely, and any instructions must be complied with. A risk assessment must always be carried out before work begins.

17. Field trips and excursions

In semester 6, students have the option to participate in a field trip of no more than one week's duration. The trip is planned and paid for by students themselves.

(2) Students may plan company visits, etc. relevant to the course. They must pay any costs themselves.

18. Literature

The college keeps lists of recommended textbooks. The college also makes use of scientific articles, guidelines, etc.

19. Projects and large written assignments

If a written assignment includes a requirement for number of pages, one page is equivalent to 2,400 characters with spaces. The teaching guide must include any requirements for assignment length.

(2) A requirement for number of pages only refers to the written presentation, since title page, English summary, preface, table of contents, bibliography and appendices are not included. The number of normal pages must be specified on the front page.

(3) Unless otherwise specified in the teaching guide, a student who works alone on group work must meet the requirements of a two-person group.

(4) Written assignments can be written either wholly or partially in English. The language requirements will be stated in the project description. Projects and reports must at least have an English summary.

(5) If a project or written assignment is conducted in groups, and there is no subsequent oral examination, it must be possible to see the contribution of each individual participant.

(6) If written assignments do not comply with formal requirements, they will not be evaluated but will count as an examination attempt.

(7) Confidential projects must be clearly marked "confidential" and a non-disclosure agreement must be attached.

(8) The student's ability to spell and formulate themselves must be included in the evaluation, since assignments must be clear and unambiguous. Students with proof of functional disabilities may apply for dispensation from this requirement. In the event of dispensation, evaluation of written assignments may be supplemented by an oral examination, if this is considered necessary for a correct evaluation.

20. Supplementary tuition

During the fourth semester, English classes may be included as part of one or more academic subjects.

(2) Students must seek the knowledge they require for mathematics, physics and chemistry. A guideline has been prepared with links to proposed video materials.

21. Collaboration with the business community

The college has set up an education committee with members from Region of Southern Denmark's business community. The committee's terms of reference are available in the college's quality system.

(2) Committees, advisory boards and the like can be set up to handle specific development tasks.

(3) The college's Centre of Excellence can arrange contact to a number of companies in connection with course activities and R&D projects.

22. Collaboration with other degree programmes

At a regional level, the college collaborates with other universities, on both degree programmes and research activities.

(2) The college collaborates with the country's other engineering colleges, by subject area in nationwide groups. The terms of reference applied by these groups are approved by the Danish Rectors' Conference.

23. Dispensation from the provisions of the curriculum

The college is entitled to grant dispensation from rules laid down by the college itself. It is possible to grant dispensation from other provisions to the extent that the executive orders authorise the college to do so.

24. Transition arrangements

Transition from previous curricula to this curriculum is defined on an ongoing basis, according to a specific assessment in each individual case, until this curriculum is fully phased in.

(2) BM1–3 are fully comparable and credit can be transferred between these curricula.