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Academic Regulations for the Master's Degree Programme in Information Science and Cultural Dissemination

Royal School of Library and Information Science (RSLIS), March 2011

Contents	
<i>Preface</i>	4
<i>Competency Profile for a Master of Information Science and Cultural Dissemination</i>	5
<i>Academic Prerequisites that Form the Basis for the Degree Programme</i>	6
<i>Admission Requirements for the Master's Degree Programme</i>	6
<i>Scope, Structure and Duration of the Master's Degree Programme</i>	7
Communication	8
Knowledge Theory and Domain Analysis	8
Knowledge Organisation Systems and Processes	9
Systems and User Evaluation	10
Information Behaviour and System Design in Organisations	11
Library Development and Management	12
Knowledge Management	12
<i>Elective Modules in the Master's Degree Programme</i>	13
Internship (Elective Module)	14
<i>Thesis</i>	15
<i>Instruction Methods, Course Literature and Examination Requirements</i>	17
<i>Exams and Assessments</i>	18
Registration for Exams	18
Number of Exam Attempts	19
Make-up Examination and Re-examination	19
Language	19
Group Exams	20
Irregularities at Exams	20
Description of Individual Examination Forms	20
Examination in Core Modules	20
Examination in Elective Modules	21
Master's Thesis	23
<i>Credit Transfer</i>	24
<i>Regulations on Study Activity</i>	24
<i>Exemptions</i>	25
<i>Complaints</i>	25
<i>Interim Provisions</i>	25
<i>Guidelines for Written Assignments (Assignments, Papers and Theses)</i>	26
Overview of content elements in written assignments	27
Overview of extent of written assignments	27

<i>Ministerial Orders</i>	29
Ministerial Order on the Grading Scale and other Forms of Assessment of at Certain Educational Institutions under the Ministry of Culture	29
Ministerial Order on Bachelor's and Master's Degree Programmes etc. at the Royal School of Library and Information Science (the Degree Programme Order)	34
Ministerial Order on Processing of Complaints about Examinations etc. at the Royal School of Library and Information Science	47

Preface

In the Master's degree programme, students work with themes that focus on the main research strategic areas of the Royal School of Library and Information Science (RSLIS).

- Information systems and interaction design
- Innovation in libraries
- Research analysis
- Information competence
- Cultural dissemination
- Knowledge and information theory

The Master's degree programme in information science and cultural dissemination at the Royal School of Library and Information Science was established in 1990 and revised extensively into a modular programme in the 2001 academic regulations.

Since 2008, the Master's degree programme has had a semester structure consisting of core (constituent) subject modules comprising 20 ECTS each and elective (alternating) modules comprising 10 ECTS each; students choose one of each for each semester.

In this slightly revised version revision of the academic regulations, the primary changes are as follows:

- The change of the degree programme's name from 'Library and Information Science' to 'Information Science and Cultural Dissemination' has been incorporated.
- The descriptions of the core modules have been prepared in accordance with the Danish qualification framework.
- Introduction of the possibility of replacing one elective module with an internship comprising 10 ECTS in an institution or a company.
- Introduction of the possibility of completing a Master's course package, 'Design of Systems and Processes in Organisations'. The package is organised in collaboration between RSLIS and the Department of Scandinavian Studies and Linguistics at the University of Copenhagen.
- Minor changes to examination forms and re-examinations in elective modules.

Academic regulations in English for the Master's degree programme conducted in English are published separately. On the whole, objectives, regulations, prerequisites and conditions are identical; however, there are variations in the module offer. Students following the Master's degree programme can choose to follow modules in the Master's degree programme conducted in English.

The academic regulations have been prepared in accordance with the Degree Programme Order (the Ministry of Culture's Ministerial Order no. 740 of 30 June 2008 on Bachelor's and Master's Degree Programmes etc. at the Royal School of Library and Information Science).

These academic regulations enter into force on 1 September 2011.

28 March 2011
Jette Hyldegård
Head of Educational Programme

Competency Profile for a Master of Information Science and Cultural Dissemination

In the Master's degree programme, the perspectives of the Bachelor's degree programme are further developed and students acquire increasing independence in their work within the subject fields of information science and cultural dissemination and the related methods and scientific theoretical foundation. The Master's degree programme will qualify the student to apply information science and cultural dissemination subject fields, theories and methods in the analysis and solution of complex issues in society's different sectors. Students further qualify to participate in scientific development work.

Academic competences

After graduation, a Master of Information Science and Cultural Dissemination will be able to:

- Seek out, structure and communicate information, knowledge and culture, and contribute to the development of information, knowledge and culture in interaction with user groups and by using available technologies and media.
- Explain and discuss the research and theoretical history of information science and cultural dissemination as well as the relevant scientific, cultural and historical contexts.
- Reflect on relations between theory and practice within information science and cultural dissemination.
- Analyse the retrieval, structuring, dissemination and development of information, knowledge and culture in any type of context, including its users, institutions, technologies and media.
- Analyse different media types, including their cognitive and experience-related dimensions.
- Analyse institutional, organisational and communicative conditions in connection with retrieval, structuring, dissemination and development of information, knowledge and culture.

General competences

After graduation, a Master of Information Science and Cultural Dissemination will be able to:

- Analyse, discuss and resolve information science and cultural dissemination issues in a consistent and coherent way and be able to communicate this in relation to many different target groups in a reflective way.
- Remain independent, critical and self-critical and be able to participate openly in a variety of professional, social and cultural contexts, projects and networks.
- Identify, select and resolve current and relevant issues in relation to information, knowledge and culture.
- Handle and theorize about complexity in a competent manner.

Academic Prerequisites that Form the Basis for the Degree Programme

Academically, the Master's degree programme presupposes knowledge of information science and cultural dissemination at a level corresponding to a Bachelor's degree in information science and cultural dissemination at RSLIS.

Admission Requirements for the Master's Degree Programme

In order to be accepted for the Master's degree programme, the student must:

- Have passed the Bachelor's exam in information science and cultural dissemination from RSLIS, *or*
- Have qualified as a Librarian DB, *or*
- Have obtained a Bachelor's degree in a corresponding degree programme from an institution of higher education. In such cases, admission will depend on a concrete individual academic assessment.

Should there be more applicants than available places, applicants will be accepted according to the following criteria:

- Exam result from the qualifying examination,
- Year of passing the qualifying examination (decreasing weighting year by year).

Scope, Structure and Duration of the Master's Degree Programme

The Master's degree programme in information science and cultural dissemination covers two years and comprises 120 ECTS, of which the concluding thesis semester accounts for 30 ECTS.

The structure of each of the three first semesters of the Master's programme consists of core modules of 20 ECTS each and elective modules of 10 ECTS each. Students choose one 20 ECTS core module and one 10 ECTS elective module each of the first three semesters.

1 st semester	2 nd semester	3 rd semester	4 th semester
Core module 20 ECTS	Core module 20 ECTS	Core module 20 ECTS	Thesis 30 ECTS
Elective module 10 ECTS	Elective module 10 ECTS	Elective module 10 ECTS	

The *core (constituent) modules* are related to the RSLIS' academic and research areas in the fields of information science and cultural dissemination. Research is organised around six main areas:

- Information systems and interaction design
- Innovation in libraries
- Research analysis
- Information competence
- Cultural dissemination
- Knowledge and information theory

In the core modules, students work with themes and issues within and across the School's research areas.

The *elective (alternating) modules* are also related to the research areas, but they vary to a higher degree to include current research projects at the RSLIS. The content of the elective modules may, for instance, be related to entirely new research fields and themes, which the students are to help develop. They may also aim at experimenting and/or testing theories and methods for the solution of practical issues. Thus, the elective modules are a sort of scientific workshops where content and instruction form vary to a higher degree as compared to the core modules. The elective modules may vary from one semester to the next.

The RSLIS offers an international Master's degree programme conducted in English, which has its own academic regulations but the same structure as the Danish programme. The core modules are identical to the core modules in the Danish academic regulations, but not all of the core modules in the Danish academic regulations are offered in the international Master's degree programme. One core module and one or two elective modules are offered each semester at the international Master's degree programme.

Students following the Danish Master's degree programme may opt to follow modules in the international programme; however, students following the international programme and exchange students will be given first priority should there be more applicants than places available in a module.

Description of Core Modules

Communication

20 ECTS

Communication and information/cultural dissemination are seen as mutually dependent and integrated processes. The module deals with communication's significance in dissemination at individual, group and organisational levels alike. It also examines the contextual anchoring of communication. In this module, communication will be related to concrete contexts, and reversely, the module may choose specific contexts as starting points for communication analyses.

Objective

After completing the module, the student must:

Knowledge

- Have knowledge of scientific theories, methods and practice concerning the analysis of communication and its context.
- Be able to compare different communication theories, models and their academic fields and relate these to theories within information science and cultural dissemination.

Skills

- Be able to apply relevant scientific theories and methods in relation to an analysis of communication and context.
- Be able to handle and discuss communication strategies, products or models for handling communication in a context.

Competences

- Be able to analyse and assess proposals for communication strategies, products or models.
- Be able to initiate and complete professional collaboration in connection with a context-related communication analysis and development of an analysis result.
- Be able to assess his or her own learning needs in relation to communication analysis and analysis application.

Knowledge Theory and Domain Analysis

Number of ECTS credits

20 ECTS

Knowledge theory and domain analysis deal with the foundation for representation, search for and dissemination of knowledge and information in various contexts. Theories about knowledge and information are essential in order to gain depth and cohesion in library and information science. 'Knowledge theory' refers to an interdisciplinary field that includes knowledge theory, epistemology, sign theory and cognition theory, while domain analysis refers to the fact that knowledge is always knowledge about something specific, e.g. music, literature, computer games, medicine/health or something else. The module also highlights different theoretical positions and their *concrete* significance to the representation and dissemination of information. For instance, the module looks at different approaches in research into information retrieval (IR), browsing, classification, indexing and IR in relevance research etc. Each area examines how it makes an

important difference whether it is one or the other knowledge theoretical starting point that is maintained. The course also illustrates how information experts can work with different domains, e.g. arts and medicine.

Objective

Having completed the module, the student must:

Knowledge

- Have acquired knowledge about the fundamental aspects of different knowledge theories.
- Have acquired knowledge about different approaches, including automatic and interpreting approaches.
- Have acquired knowledge about methods and techniques in an area of his/her own choosing within information science and cultural dissemination as well as knowledge about principal strengths and weaknesses based on knowledge theory.

Skills

- Be able to argue for the consequences of different knowledge theories and methods in concrete contexts.
- Be able to choose and substantiate different approaches to information scientific issues, including being able critically to assess existing regulations, standards, guidelines and best practices.
- Be able to account for information scientific issues in a domain of his/her own choosing.

Competences

- Be able to propose relevant professional solutions to concrete information and knowledge-related tasks in different sectors of society.
- Be able to collaborate with other professions on the development of information services.

Knowledge Organisation Systems and Processes

Number of ECTS credits

20 ECTS

Content

Knowledge organisation or information organisation include human and mechanical classification, indexing and description of documents (text, music, images etc.) and the classification systems, thesauruses and other representation forms that are used for this.

The module is based on three focus areas: 1) a general introductory and delimiting part of the module's object field, 2) indexing and classification methods, and 3) semantic tools.

The module works with both theoretic and methodological aspects of knowledge organisation systems and processes, including front research in knowledge representation, e.g. ontology and the semantic web.

Objective

After completing the module, the student must:

Knowledge

- Have acquired knowledge about differences and similarities between different types of knowledge organisation systems such as classification systems, thesauruses, folksonomy and ontology.
- Have acquired knowledge about development lines in knowledge organisation, e.g. in library practice and on the internet.
- Have acquired knowledge about theory and methodology issues in relation to knowledge organisation systems and processes.

Skills

- Be able to apply library and information science's theories and conceptual framework in analysis, critique and construction of concrete knowledge organisation systems.
- Be able to discuss theory and methodology issues in relation to analysis and assessment of knowledge organisation systems and processes.

Competences

- Be able to argue for the usability and functionality of semantic tools in relation to concrete contexts.
- Be able to analyse, assess and develop indexing methods and guidelines in relation to concrete contexts, based on knowledge about relevant theories and methods in the profession.

Systems and User Evaluation

Number of ECTS credits

20 ECTS

The module includes advanced studies of the theoretical and methodological aspects concerning evaluation of interactive information systems in context, the emphasis being on the correlation between information needs, situation and relevance as well as search behaviour seen in the light of dissemination processes and associated technologies. Taking its starting point in the research literature, the module introduces models for information behaviour and information interaction in order to identify approaches to evaluation of system performance and usability, and explicitly to discuss methods for evaluation of interactive information retrieval systems.

Objective

After completing the module, the student must:

Knowledge

- Have knowledge about and insight into different types of evaluation and evaluation approaches.
- Have knowledge about central concepts, models and methods for the study of information behaviour and retrieval as well as the associated processes and functions.

Skills

- Be able to reflect on central models and methods for the study of information behaviour and retrieval as well as the associated processes and functions.

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- Be able to assess applicable methods and a combination of these, for the study/evaluation of system performance and information behaviour – including assessment of interactive information retrieval systems.
 - Be able to identify and compare central evaluation concepts and methods in relation to interactive information retrieval systems and to assess and validate evaluation results in relation to given circumstances.

Competences

- Be able to prepare/design surveys for the study/evaluation of system performance and information behaviour – including evaluation of interactive information retrieval systems.
- Be able to carry out various types of system and user evaluations.

Information Behaviour and System Design in Organisations

Number of ECTS credits

20 ECTS

The overall object of the module is analyses of correlations between organisations' information systems, information strategies and information behaviour. The module includes theoretical, methodological and tools-related approaches and aspects, which together provide a balanced picture of the organisation's application of information systems, design of these and the connection with the strategic objectives of the organisations. The module focuses on the organisations' information culture as well as their information needs and the way these are dealt with organisationally. The discussion of methodological approaches and the consequences of these in connection with research and implementation is emphasised.

Objective

After completing the module, the student must:

Knowledge

- Have knowledge about research in information behaviour in organisations and information culture.
- Have knowledge about principles for systems analysis and document and information handling in an organisational context.
- Be able to understand and reflect on correlations between information behaviour, information culture and systems development on a scientific basis.

Skills

- Be able to assess theories about and methods for analysis of information behaviour and information culture and put these into perspective.
- Be able to assess methods for systems analysis in relation to contextual factors.
- Be able to analyse and assess strengths and weaknesses of different types of information systems in organisations.

Competences

- Be able to design and carry out an analysis to uncover information behaviour and information culture in an organisation.
- Be able to design and carry out a systems analysis.

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- Be able to prepare an implementation design with due consideration for organisations' complexity.

Library Development and Management

Number of ECTS credits

20 ECTS

The module will focus on the tension field between government, market and civil society and in that connection work with strategic analysis and planning, organisation cultural theory formations, legitimacy and identity, evidence-based library development, management and motivation theories and quality, value and stakeholders. A number of library projects are included in the module.

Objective

Having completed the module, the student must:

Knowledge

- Have knowledge about scientific organisation and management-related theories and terminology and their relevance, strengths and weaknesses in relation to analyses of libraries and information centres.
- Have knowledge about various models and tools' theoretical basis and their practical applicability.

Skills

- Be able to analyse the interplay between social, cultural and institutional development, including conducting and assessing marketing environment analyses.
- Be able to analyse and assess the relationship between management, strategies, organisation culture as well as change and innovation processes.
- Be able to apply relevant theories and methods in connection with own empirical studies.

Competences

- Be able to apply theories and analysis forms in relation to practical library development projects with a view to assessing feasibility and perspectives.
- Be able to apply theories and analyses to assess the significance of the libraries and their services.

Knowledge Management

20 ECTS

The module takes its starting point in historical changes in the perception of knowledge, where knowledge has gone from being perceived in general as something universal and unambiguous to now also being seen as something local, contextual and relational. One of the things this development has influenced is the way in which scholarly character is perceived; it has also affected and altered traditional object fields for knowledge production and knowledge sharing. The module will shed light on how a focus on knowledge management is included in more and more contexts in life and how it is expressed generally in the interest in learning and innovative processes. The

module will focus on discussions of knowledge, learning and innovative processes at social, organisational and individual levels alike.

Objective

After completing the module, the student must:

Knowledge and understanding

- Have knowledge about scientific theory formation, methods and practice forms within the subject of knowledge management.
- Be able to understand and reflect, on an academic basis, on various theories about knowledge management and learning.
- Have knowledge about innovation theories and innovation processes of relevance to knowledge management.

Skills

- Be able to apply relevant theories and methods to analyses of knowledge management in different contexts.
- Be able to present and communicate essential theoretical and methodological analyses of knowledge management in a consistent and stringent manner.
- Be able to assess and discuss innovative strategies and learning processes at social, organisational and individual levels.

Competences

- Be able to discuss knowledge management and the application of the subject at social, organisational and individual levels on the basis of academic arguments.
- Be able to assess and complete relevant analyses of concrete knowledge management or innovation projects, both independently and in collaboration with others.

Elective Modules in the Master's Degree Programme

A number of elective modules comprising 10 ECTS each are offered each semester.

Just as the core modules, the elective modules are related to the research at RSLIS, but in a more experimental way. For instance, the content of the elective modules may be connected to research fields and themes that are not completely developed yet. They may also aim to test specific practical issues. Thus, the elective modules are a kind of scientific workshops where focus can be of theoretical or practical character. The elective modules may vary from one semester to the next. In the elective modules, the student gets the opportunity to sharpen his/her individual Competency Profile by accentuating his/her Master's course further in one particular academic direction. The student can attend classes and work with subjects within the chosen Competency Profile or choose to put his/her profile into perspective by including other subject elements.

Generally, the elective modules give the student competences to be able to:

- Improve, develop and put knowledge and skills into perspective.
- Participate in academic and/or cross-disciplinary collaboration with others and engineer productive interaction between various knowledge forms and thereby gain new understanding of a given subject field.

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- Communicate and develop his/her Competency Profile in a wide knowledge and societal context.

Internship (Elective Module)

Master's students can choose to replace one elective module with an internship. The internship covers 10 ECTS, including the concluding internship report. The internship must be approved in advance by RSLIS, who assigns an internship supervisor for the internship period.

The duration of the internship, project work and report writing corresponds to a workload of approx. 275 hours. The hours of the internship can be spread across the entire semester.

The student is responsible for finding the internship place and handles contact and agreements with the internship place. An internship agreement must be made, and this must be approved and signed by the project place, the supervisor at RSLIS and the student.

The RSLIS defines the exact regulations for internship registration on the RSLIS website.

Students can complete one internship only in the course of their Master's degree programme.

Objective

The objective of the internship is that the student should acquire knowledge and experience in conducting and participating in a concrete project that will provide insight into information science and cultural dissemination in practice. By being present and participating actively at a workplace that is relevant in relation to the programme, the student has the opportunity to make use of his/her academic and theoretical insight and knowledge in a practical project-orientated context, and to reflect on the work carried out during the internship.

After completing the internship, the student is expected to:

Knowledge

- Have knowledge about and experience in conducting and participating in a concrete project that can provide insight into information science and cultural dissemination in practice.

Skills

- Be able to reflect theoretically and practically on aspects of the job function the student has held during the internship.
- Be able to reflect on concrete tasks with a view to handling similar tasks in a different context.

Competences

- Be able to analyse concrete tasks and projects with a view to participating in their solution.

The project agreement

The project agreement should clearly state the specific project that is to form the framework around the student's internship. The project must be of academic relevance to the student, i.e. involve an academic issue or task related to information science and cultural dissemination object fields.

The internship project may span from a very independent and delimited task to the student's contribution to a project that is already in progress at the project place.

The internship should be considered a mutual obligation, where both parties are bound by the collaboration. Thus, the student should have the opportunity to participate actively in the institution's everyday activities and via participation and observations have the chance to gain insight into the workflow at the chosen institution, its routines and relationships.

More detailed regulations for the project agreement will be determined in the internship guidelines on the RSLIS website.

Internship report

The internship is concluded with an internship report of a max. of 14 pages. The report should summarise the project course of the internship, analyse its academic content and reflect theoretically on the project in relation to issues in information science and cultural dissemination.

The report must include:

- A brief summary of the internship's project course.
- Academic deliberations about the internship project, e.g. on the project's issues in relation information science and cultural dissemination and its theoretical and methodological perspectives.
- An example of how the student has used and developed his/her academic knowledge during the internship and project course.

Examination form

The examination consists of a written internship report about the internship period of no more than 14 standard pages. The report will be assessed by an internal examiner and according to the 7-step scale.

Thesis

In the course of the Master's degree programme, the student must prepare a large independent dissertation – a thesis on information science and cultural dissemination. The thesis concludes the Master's degree programme.

The thesis must document the student's ability to apply scientific theories and methods in his/her work with a delimited academic subject.

The thesis subject must be delimited in such a way that the work on the thesis can be completed within a timeframe equivalent to six months of full-time study, which corresponds to 30 ECTS.

A supervisor will be assigned to the student for the duration of the thesis work. The thesis is elaborated under individual and/or group supervision. Thesis seminars may be offered and/or thesis groups may be established according to need.

The thesis must be written within a period of five months, counting from the date a thesis contract is made with the thesis supervisor. The thesis contract must be signed by the student and the supervisor, and it must contain a thesis statement / subject delimitation, a supervision plan and the set date for submission of the thesis; cf. the Degree Programme Order Section 15(5). Regulations

for the thesis contract are described in detail on the website in the thesis contract guidelines. Thesis contracts can be made on 1 September and 1 February. The submission date is five months later.

The thesis is presented at an oral exam, which takes place in August/September or February/March, respectively.

Objective

By completing the thesis, the student is to obtain qualifications that enable him/her to:

Knowledge

- Delimit, develop, examine and handle a subject within the subject area in an independent and critical manner.
- Select, assess and analyse relevant research about the object field of the thesis.

Skills

- Apply the relevant scientific methods in a reflective way.
- Communicate, analyse and synthesise large subject areas and complex issues in an academic form.
- Plan and complete a major assignment under pressure of time.
- Work independently, systematically and exhaustively on a scientific basis.

Competences

- Relate to his/her own starting point, process and results through reflections and discussion.
- Structure his/her own learning, analyse qualifications already acquired and apply and further develop these.
- Seek out and generate new knowledge in a reflective, innovative and targeted process, and apply this productively in e.g. public discussions or business contexts.

The assessment focuses on the extent to which the student is able to:

- Delimit, explore and communicate a topic within the object field of his subject independently and critically.
- Select, apply and assess relevant information, theories and methods reflectively and productively.
- Demonstrate a thorough knowledge of the object field of the thesis, including relevant research.
- Analyse and synthesise the chosen issue in a relevant, academic argumentation structure.
- Assess and reflect on the limitations, perspectives and possible concrete application possibilities of the thesis.

Examination form

The thesis is assessed in an exam with an external examiner. The exam takes the form of a thesis with oral presentation. Marks are awarded according to the 7-step scale.

In the assessment of the thesis, the student's spelling and formulating skill is weighted as 5 %, and the actual content is weighted as 95 % of the mark awarded; cf. the Degree Programme Order Section 25.

In accordance with the Degree Programme Order Section 25(2), a thesis written in Danish must contain a summary (max. 1 A4 page) in English. If the thesis is written in a foreign language, apart

from Swedish or Norwegian, the summary may be written in Danish. The summary forms part of the basis for the overall assessment.

Instruction Methods, Course Literature and Examination Requirements

The instruction basis is described in the curriculum.

Instruction in the modules will use a combination of pedagogical forms, including:

- Lectures
- Guidance
- Project work
- Group tuition
- Workshops
- Fieldwork

The degree programme is based on a high degree of independent work. Certain modules may be offered completely or partially as distance learning.

The volume of the course literature is fixed as a number of standard pages. In these academic regulations, a standard page is taken to comprise an average of 375 words.

Students are to read between 1,500 and 2,000 standard pages per core module and between 750 and 1,000 pages per elective module. The number of pages to be studied per module is a guideline only. The examination requirements consist partly of course literature, partly of literature chosen by the individual student.

Exams and Assessments

In the Master's programme, exams can be assessed as follows:

- Exams with internal marking, assessed by examiners and co-examiners appointed among the teachers at RSLIS.
- External exams, assessed by internal examiners and external examiners who are authorised by the Ministry of Culture.

The exams are assessed according to the 7-step scale. Examination and assessment forms will appear from the following pages, which describe exams in the core modules and the elective modules, respectively, and from the module descriptions.

The basic rules for exams in the Master's degree programme are established in:

- The Grading Scale Order (Ministerial Order on the Grading Scale and other Forms of Assessment at Certain Educational Institutions under the Ministry of Culture)
- The Degree Programme Order (Ministerial Order on Bachelor's and Master's Degree Programmes etc. at the Royal School of Library and Information Science)
- The External Examination Order (Ministerial Order on External Examination and Complaints about Assessments of Examinations at the Royal School of Library and Information Science)
- The Complaints and Appeal Order (Ministerial Order on Processing of Complaints about Examination etc. at the Royal School of Library and Information Science)

The Ministerial Orders mentioned are available as printed annexes to the academic regulations and from the Royal School of Library and Information Science's website www.iva.dk, where any changes to the Ministerial Orders will be published.

Exams take place at end of the two exam periods. Exams at the end of the autumn semester take place in January, while exams after the spring semester take place in May/June. The oral exam in connection with the thesis takes place in August/September or in February/March. The exam periods for the individual modules will be stated in an exam plan at the beginning of the academic year.

Some of the examination forms imply that students submit assignments throughout the course of the module. Dates for submission of assignments are given at the start of the semester.

Registration for Exams

When registering for a module, the student is automatically registered for the related exam(s). At the same time, the RSLIS fixes a deadline for timely withdrawal from the exam(s). If the withdrawal is not received within the time limit fixed, the exam is counted as commenced in relation to the permitted number of exam attempts. However, this does not apply if the student is prevented from attending due to illness.

Number of Exam Attempts

The student has a maximum of three attempts to pass an exam etc. The RSLIS may allow a fourth and fifth exam attempt in special circumstances. The question of academic ability cannot be taken into consideration when determining the question of special circumstances.

Make-up Examination and Re-examination

Make-up examination

Make-up module examinations are held in continuation of the normal exam term, i.e. at the latest in February for winter exams and August for summer exams. Make-up examination is only possible in those cases where the student has been prevented from attending an oral examination due to illness. A notification of illness must be substantiated by a medical certificate. In case of illness during the period where assignments or projects are written, the student may apply for postponement due to illness. An application for postponement must always be accompanied by a medical certificate.

Make-up examinations in relation to theses depend on the documented duration of the illness. In case of illness in relation to the submission of a thesis, the submission deadline will be extended in correspondence with the information contained in the medical certificate. In case of illness in connection with the oral examination, the make-up examination will take place as soon as possible after the conclusion of the illness period.

Re-examination

Re-examination takes place in continuation of the normal exam term, i.e. at the latest in February and August, respectively. Re-examinations are only offered to students who have attended the exams at the ordinary exam date, but who have not passed.

It is up to the students whether they want to make use of the possibility of a re-examination or make-up examination, as they may choose to wait until the next ordinary exam term. However, this does not apply to students in their first academic year; see the section on the first-year exam.

The right to re-examination

In order to be permitted access to attend a re-examination, the student must have made an exam attempt on the ordinary exam date. This means that the student will have received an exam mark. As regards oral examinations, this means that the student has received an exam question and that he/she has attended the oral examination. As regards written assignments and projects, it means that the student has attempted to complete an answer to the assignment.

Exams where no attempt at answering has been made will not be considered examination attempts that might prompt re-examinations, but may be rejected by the RSLIS.

Language

The examinations are normally conducted in Danish.

If the instruction in a subject has been conducted in English, the examination will be in this language. The RSLIS may grant exemptions from this rule.

If circumstances permit, the RSLIS may also allow the student to take an exam in a foreign language.

Group Exams

Pursuant to the Degree Programme Order, all examinations must be planned in such a way that the student can be assessed individually.

Group examinations can only take place in connection with written assignments and only in such a way that an individual assessment of each individual student in the group can be made.

All written assignments and projects must state which section each individual student is responsible for, so that an individual assessment can be made. The individualisation must cover complete sections. Introduction, problem statements and conclusion may be a joint effort.

Oral group examinations are not possible. Oral examinations that require written assignments to be prepared in advance will always be conducted as individual examinations.

As regards written assignments, groups may consist of a maximum of three students.

Irregularities at Exams

Should the examiners become aware of serious flaws in the exam, they must immediately inform Rector at the RSLIS or Rector's deputy with a suggestion as to how to compensate for the flaws.

Upon recommendation from the examiners, Rector may annul the exam and organise an extraordinary re-examination.

Mobile telephones and similar communication equipment are not allowed at oral examinations at the RSLIS unless a written permission has been given in each individual case by the School.

A student, who improperly procures help or offers to help another student answer an exam paper or brings along aids that are not allowed, or who submits another student's work as his/her own, may be expelled from the exam by Rector at the RSLIS or Rector's deputy; cf. Disciplinary Measures in Relation to Students at the RSLIS, Section 5(2).

Description of Individual Examination Forms

Examination in Core Modules

The examination form is a written assignment with oral presentation.

Written assignment with oral presentation is an examination form that includes a written assignment to be submitted for assessment, as well as an oral exam where the student presents the written assignment, and the student is tested orally on the competency goals for the module. The written assignment must be based on central academic issues within the module in question.

Students are assigned a supervisor for the written assignment and the students' supervisor preferences are taken into consideration. The subject of the written assignment must be approved by the supervisor. It is the responsibility of each student to arrange a meeting with the supervisor to make the necessary arrangements about meeting schedule, working method etc., all in good time.

Assignments may be answered individually or by a group of up to three students. The size of the group must be agreed with the supervisor at the time when the subject of the module assignment is approved. The max. extent of an individually answered module assignment should be 20 standard pages. At group assignments a maximum of 10 standard pages more per additional student. A group answer should always indicate which part of the assignment the individual student is responsible for.

The oral exam is a defence of the written assignment and is always an individual exam. The student is allowed 10 minutes to present the written assignment. The rest of the exam takes the form of a dialogue about the subject, theories and methods applied in the written assignment.

All three core modules are assessed according to the 7-step grading scale.

Pursuant to the Degree Programme Order, at least 1/3 of all exams during the programme, measured in ECTS points, must involve an external examiner, i.e. an examiner authorised by the Ministry of Culture. Therefore, the following regulations have been established about the extent of external examination:

- 1 of the modules is assessed externally in association with an examiner appointed by the Ministry of Culture.
- 2 of the modules are assessed internally, i.e. in association with an internal examiner, employed at the School.
- The students themselves determine which of the modules is to be assessed externally and which two are to be assessed internally.
- However, the following applies to group answers: Should one or more student(s) in the group opt for external assessment, all of the group's members will be assessed externally, regardless of whether they have requested internal or external examination.

Examination in Elective Modules

The examination form is set out in the curriculum and can be:

- a. A synopsis exam: A synopsis is a written introduction to the oral exam. It is therefore a combined written and oral exam. A synopsis gives the student the opportunity to prepare thoroughly for the oral presentation. It also invites a broad discussion, as a synopsis is not supposed to appear as a completed assignment, but rather to form the basis for the oral presentation and discussion. The max. extent of a synopsis is four standard pages, but other supplementary material may be included. A synopsis exam is always individual.
- b. A paper: An answer to an assignment statement chosen by the student and approved by the instructor, which covers central elements of the module in question.
- c. Up to three small written assignments in the course of the module period: The students submit written assignments on preset dates, based on specific issues formulated by the instructor. The small assignments are assessed continually during the module, and the combined mark is calculated on the basis of an average of the marks awarded, rounded off to the closest whole

mark. The curriculum may stipulate that the partial marks are to be weighted differently when the combined mark is to be determined. For further details about these regulations in the Grading Scale Order, Section 14(1) and (2), please see <https://www.retsinformation.dk/Forms/R0710.aspx?id=128927>. It is a prerequisite for students to be given a combined assessment that all written assignments are submitted by the agreed deadlines.

- d. A case in the course of the module: In the course of the module and towards the end of it, students prepare a case answer based on a case scenario, which may be formulated by the instructor, be a real-life scenario or formulated by the student. The curriculum stipulates which type of case scenario is to be used in the module in question.
- e. Portfolio assessment: A portfolio is a systematic collection of documents prepared by the student in the course of the module. Thus, at portfolio assessment is an assessment of the knowledge, competences and skills that the student has acquired in the course of the module based on the documents in the portfolio. The portfolio contains 2-4 different assignments completed by the student in the course of the module. This includes a concluding reflection memo. Thus, the student's portfolio is developed in the course of the module and contains work carried out throughout the module. The students receive feedback on each assignment in the course of the module with the possibility of improving their answer right up until they hand in the portfolio by the agreed exam deadline after the completion of the module.
- f. Other examination form, which must be described in the curriculum and approved by the Study Board.

For the examination forms b-e, the extent of the assignment(s) in an elective module is max. 14 standard pages. For group assignments, a maximum of six standard pages more per additional student. Assignments may be answered individually or by a group of up to three students.

For examination forms a-b, the re-examination form is the same as for the ordinary examination.

For examination forms c-e, the re-examination form is either a written paper, i.e. an answer to an issue formulated by the student or the teacher, which covers central elements of the module in question, or a 7-day home assignment based on the entire syllabus (examination requirement). The re-examination form is the same for everyone in an elective module and it is stated in the curriculum.

For examination form f, the re-examination must be described in the curriculum and approved by the Study Board.

The lesson plan lists deadlines for submission of assignments and parts of assignments. For the examination form 'synopsis exam', the date for the oral examination is indicated.

All elective modules are assessed according to the 7-step grading scale with internal co-examiner.

Master's Thesis

The examination form for the Master's thesis is a written thesis with oral presentation. The examination includes an external examiner authorised by the Ministry of Culture and it is subject to the 7-step grading scale.

The thesis can be prepared individually or by a group of up to three students.

The extent of an individual thesis is max. 75 standard pages. The extent of a thesis prepared by a group is max. about 100 standard pages for a group of two students and max about 150 standard pages for a group of three students.

Registration for the thesis semester is obligatory and takes place at the Student Administration by the fixed deadline in November/December or May/June.

In a thesis contract, the supervisor approves the thesis statement / subject delimitation and at the same time sets a deadline for submission of the thesis. The contract also includes a plan for thesis supervision for the student, as described in the Thesis chapter, p. 16.

The thesis statement can be approved as of 1 February with submission deadline for the thesis on 1 July or as of 1 September with submission deadline on 1 February.

If the student does not submit the thesis by the agreed deadline, the RSLIS will approve an altered thesis statement, which must be within the same subject area. At the same time, the School fixes a new deadline for submission within three months; cf. the Degree Programme Order Section 15(6). Should the student not hand in the thesis by the new deadline, a third exam attempt may be granted in accordance with the same regulations as those that apply to the second attempt.

The oral examination takes place in August/September or in February/March, respectively. The exact time is fixed administratively. The examination time, including discussion of the student's performance, is 60 minutes. There is no preparation time for the oral examination in connection with the thesis.

The oral examination takes the form of a defence of the thesis and is always individual. The student is allowed 20 minutes to present the thesis. After that, the examination is conducted as a dialogue about the subject of the thesis and the theories and methods applied.

When determining the mark, the written thesis counts for two thirds of the mark, while the oral examination counts for one third.

In some cases, theses may be based on or prepared in other media than the written. Examples may be audiovisual media, exhibitions, materials in electronic form and similar. In such cases, a supplementary written presentation will be required, which accounts for the deliberations behind the work. The extent and submission form is to be agreed with the supervisor.

Credit Transfer

The RSLIS may accept credit transfer from a Danish or foreign institution of higher education, subject to an academic assessment; cf. the Ministry of Culture's Ministerial Order on Bachelor's and Master's Programmes etc. at the Royal School of Library and Information Science.

Credit transfer for subjects and courses completed at other educational institutions in the course of the Master's programme

Master's students have the opportunity to complete supplementary subject elements at another institution of higher education in Denmark or abroad. This is possible to the extent of up to 30 ECTS. It is a prerequisite that prior to this, the student has applied for and received a preliminary credit transfer approval. The thesis cannot be completed at other institutions of education.

Another prerequisite for credit transfer of subject elements is that the elements have been passed in accordance with the regulations that apply at the receiving institution. Exam results from Danish institutions of education are transferred with the marks awarded according to the 7-step grading scale and will be included on diplomas as passed. Subject elements are chosen subject to preliminary credit transfer approval by the RSLIS.

Credit transfer for previously completed educational elements in other educational programmes

Students, who have already completed one or more subject elements in another Master's degree programme, may receive complete or partial credit transfer to the Master's degree programme at the RSLIS to an extent of up to 30 ECTS. This is possible if the RSLIS, through an academic assessment of content, level, relevance and extent of the subject elements, considers the subject elements to be supplementary.

The total number of credits transferred for subject elements from other Master's programmes that are not information science and cultural dissemination cannot normally exceed 30 ECTS.

Regulations on Study Activity

If a student has not been actively studying, i.e. has not been registered for classes or registered for and participated in exams, for two years, enrolment at the School may be cancelled; cf. the Ministry of Culture's Ministerial Order no. 158 of 21 February 2007 on Admissions etc. to Bachelor's and Master's Programmes at the Royal School of Library and Information Science, Section 35.

Exemptions

The RSLIS may grant exemptions from those regulations and requirements in the academic regulations that have been stipulated by the School alone, when such a request is substantiated by special circumstances; cf. the Degree Programme Order (Ministerial Order on Bachelor's and Master's Degree Programmes etc. at the Royal School of Library and Information Science).

Complaints

Students may submit complaints about decisions made by the RSLIS in accordance with these academic regulations and in relation to the individual student. The deadline for lodging a complaint is two weeks from the day the complainant has been informed of the decision. Complaints should be addressed to the Head of Educational Programme and forwarded to the RSLIS.

Complaints about the Head of Educational Programme's decision may be sent to the Rector of the RSLIS. The deadline for lodging a complaint is two weeks from the day the complainant has been informed of the decision. Complaints should be addressed to Rector and forwarded to the RSLIS.

RSLIS decisions based on the regulations stipulated in the Degree Programme Order can be brought before the Ministry of Culture by students when the complaint concerns legal issues. The complaint must be submitted to the RSLIS who will prepare a statement, which the complainant must have the opportunity to comment on within a period of at least one week. The RSLIS will forward the complaint to the Ministry with its statement enclosed along with any comments from the complainant.

Complaints about examinations and assessments will be handled in accordance with the Complaints Order (Ministerial Order on Processing of Complaints about Examinations etc. at the Royal School of Library and Information Science).

Interim Provisions

These academic regulations become effective as of 1 September 2011 for all students in the Master's degree programme, and the academic regulations from 2008 are repealed. Students who have commenced their studies in accordance with the academic regulations from 2008 are transferred to the academic regulations of 2011.

Considering that the degree programme's structure, content and code of practice essentially remains unchanged, no interim provisions have been established for the transition from the old to the new academic regulations.

Guidelines for Written Assignments (Assignments, Papers and Theses)

The purpose of module assignments, papers and theses is for the student to demonstrate that he/she is able to apply academic and methodological knowledge and skills independently. The assignments are also to show that the student can prepare a text and present data and material in an appropriate way.

Study assignments and homework assignments as well as final exam projects must contain the following elements:

1. Abstract
2. Assignment statement
3. Statement of the method(s) applied
4. Analysis
5. Results and conclusion
6. List of sources

The main object of the **assignment statement** is to indicate what is important and what is unimportant. In other words, the assignment statement is meant to explain what will be examined and how this is delimited. A clear and concise statement is very important in the preparation of an assignment, and it is always worthwhile to work thoroughly with this part of an assignment.

Home assignments can be given as an assignment statement. A rough formulation of the issue requires the student to delimit and clarify. Other pieces of homework will have a comparatively precise formulation of issue and subject, but the student will normally have to delimit, define and clarify in such cases, too.

It will nearly always be possible to use several different **methods**. Different methods have different advantages and disadvantages, which each focuses on certain parts of reality. The choice of method must therefore be motivated, and advantages and disadvantages of the chosen method(s) should be discussed.

Every assignment must contain **analysis**. To analyse means that questions are asked about the object of the assignment (e.g. material collected) based on the assignment statement, and the analysis consists of discussing and answering these questions to the extent that this is possible. In this connection, analysis should be seen as the opposite of description, and the requirement for analysis therefore means that purely descriptive assignments will not be accepted.

The assignment must contain a discussion of **results and conclusions** in relation to the assignment statement.

In principle, the **list of sources** includes the materials used in connection with the solving of the concrete assignment. It is important that students carefully consider how the list of sources is to be worked out. In particular, reference is made to: Skov, A. (1999). *Referér korrekt! Om udarbejdelse af bibliografiske referencer* [Make Correct References! About the Elaboration of Bibliographic References] [Online] the Royal School of Library and Information Science. Available from: <http://www.iva.dk/bib/tutorials/referencer/default.htm>. [8 August 2008]

Study assignments and home assignments must contain documentation for the stated points of view, theories and methods applied. It is not sufficient that the documentation and basis for the assignment are included in the list of sources mentioned above. It must be immediately apparent from the text what the documentation is for the sub-section in question. This can be done either by direct references in the text or by establishing a note system with numbered footnotes or endnotes.

Likewise, it is a requirement that for the study assignment and the final assignments, students prepare an **abstract**, which describes in a few lines what the assignment is about, what it is based on and what the main results are. An abstract should be no more than 8-10 lines. Please see: Madsen, M. & Skov, A. (1999). *Vejledning i udarbejdelse af abstracts* [Guidelines to the Preparation of Abstracts], [Online]. The Royal School of Library and Information Science. Available from: <http://www.iva.dk/bib/tutorials/abstracts/default.htm> [11 March 2011].

Overview of content elements in written assignments

Content elements	Must be included in the assignment	Included in page / word count	Included in grading assessment
Front page	X		
Abstract	X	X	X
List of contents	X		
Assignment statement	X	X	X
Explanation of method(s) applied	X	X	X
Analysis	X	X	X
Results and conclusions	X	X	X
Sources	X		X
Appendices			

Overview of extent of written assignments

The maximum extent of written assignments is indicated in standard pages. A standard page is defined as a page of about 375 words. Below is an overview of the maximum extent of the different types of written assignments in the Bachelor's, librarian and Master's degree programmes. The overview indicates the maximum extent in standard pages with the corresponding approximate maximum number of words.

Exam	Max. no. of standard pages	Approx. no. of words	Extra standard pages per additional student	Approx. no. of extra words per additional student
Module assignment	20	7,500	10	3,750
Elective modules (not synopsis exam)	14	5,250	6	2,250
Elective modules (synopsis exam)	4	1,500	-	-

Exam	No. of students	Max. no. of standard pages	Approx. no. of words
Thesis	1 student	75	28,000
Thesis	2 students	100	37,500
Thesis	3 students	150	56,000

Ministerial Orders

Ministerial Order on the Grading Scale and other Forms of Assessment of at Certain Educational Institutions under the Ministry of Culture

Pursuant to Section 10(1) 2) and Section 15(1) of the Act on Artistic Educational Institutions under the Ministry of Culture; cf. Ministerial Order no. 889 of 21 September 2000, and Section 3(1) 2) and Section 7(1) of Act no. 17 of 14 January 1998 on the Royal School of Library and Information Science it is stipulated that:

Part 1

General Provisions

1. This Ministerial Order applies to the following institutions:

- 1) The Royal Danish Academy of Fine Arts School of Architecture
- 2) Aarhus School of Architecture
- 3) The Royal Danish Academy of Fine Arts School of Conservation
- 4) The Royal School of Library and Information Science
- 5) The Danish Design School
- 6) Kolding School of Design
- 7) The Royal Danish Academy of Music and the Opera Academy
- 8) The Royal Academy of Music
- 9) Rhythmic Music Conservatory
- 10) The Academy of Music and Dramatic Arts Southern Denmark
- 11) The Academy of Music and Music Communication
- 12) Academy of Music, Aalborg

(2). The Royal Danish Academy of Fine Arts Schools of Visual Arts are covered by this Ministerial Order as regards the specialist educational programme's written main project pursuant to Ministerial Order no. 771 of 16 June 2000 on Degree Programmes at the Royal Danish Academy of Fine Arts Schools of Visual Arts.

(3). The Minister of Culture may decide that other educational institutions under the Ministry of Culture are to be covered by this Ministerial Order.

Part 2

The 7-step Grading Scale etc.

2. In relation to assignments that are included in exams as well as exams in individual subjects, students are to be assessed individually in accordance with the following grading scale (the 7-step grading scale), however; cf. (3) and (4):

12: For an excellent performance.

10: For a very good performance.

7: For a good performance.

4: For a fair performance.

02: For an adequate performance.

00: For an inadequate performance.

-3: For an unacceptable performance.

(2). When the grading scale is translated into English, the designations indicated in Appendix 1 for the Ministerial Order must be used.

(3). The assessment 'Passed/Not passed' may be used in accordance with the regulations contained in the Ministerial Orders about the degree programmes.

(4). The Ministerial Order's provisions about the assessment 'Passed / Not passed' applies similarly to the assessment 'Approved / Not approved'.

3. The mark 12 is given for an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses.

4. The mark 10 is given for a very good performance displaying a high level of command of most aspects of the relevant material, with only minor weaknesses.

5. The mark 7 is given for a good performance displaying good command of the relevant material but also some weaknesses.

6. The mark 4 is given for a fair performance displaying some command of the relevant material but also some major weaknesses.

7. The mark 02 is given for a performance meeting only the minimum requirements for acceptance.

8. The mark 00 is given for a performance that does not meet the minimum requirements for acceptance.

9. The mark -3 is given for a performance that is unacceptable in all respects.

Part 3

Assessment etc.

10. Assessment of performance must be based on the academic objectives listed for the relevant subject/element (absolute grading). Examiners should not aim for a specific distribution of marks (relative grading).

11. Assessment must be based on an overall assessment of the degree to which the performance complies with the objectives for the subject/subject element as stated in the Ministerial Orders on degree programmes, academic regulations etc.

(2). In the academic regulations, the institution determines precise objectives and criteria for the assessment of compliance with the objective, cf. Sections 3-9, for the individual subjects/subject elements that are concluded by exams.

12. If both an examiner and a co-examiner participate in the assessment, the assessment should be based on a discussion between the two.

(2). Should the examiner and the co-examiner disagree on the mark to be given, each of them is to give a mark. The mark for the exam will be the average of those marks rounded off to the nearest mark on the grading scale. Should the average be halfway between two marks, the final mark is the nearest higher mark, if the co-examiner has given the highest mark, and otherwise the nearest lower mark.

(3). Should the examiner and the co-examiner disagree on whether the performance should be assessed as 'Passed' or 'Not passed', the co-examiner's assessment is decisive.

13. If more than one examiner or more than one co-examiner participate in the assessment, the assessment should be based on a discussion between them.

(2). Should the examiners and the co-examiners disagree on the mark to be given, the group of examiners and the group of co-examiners each gives a mark. If there is no agreement within the group of examiners or within the group of co-examiners about the mark to be given, each examiner or co-examiner is to give a mark. Each group's mark is the average of the marks given within the group rounded off to the nearest mark in the grading scale. The mark is rounded up if the average is halfway between two marks. The final mark for the exam is the average of the marks given by the examiner group and the co-examiner group. Should the average be halfway between two marks, the final mark is the nearest higher mark, if the co-examiner group has given the highest mark, and otherwise the nearest lower mark.

(3). Should the examiners and co-examiners disagree on whether the performance is to be assessed as 'Passed' or 'Not passed', the assessment should be 'Passed' if at least half of the assessors, including at least one co-examiner, give this assessment.

14. The academic regulations may stipulate that a mark is to consist of several partial marks for various performances (partial exams). In such cases, the mark is to be the average of the partial marks rounded off to the nearest mark on the grading scale. The mark is to be rounded up if the average is halfway between two marks.

(2). The academic regulations may stipulate that the partial marks are to be weighted differently when the combined mark is to be determined. In such cases, the mark is the sum of the individual marks, each multiplied by the weight of the mark, divided by the sum of the weights and then rounded off to the nearest mark on the grading scale. The mark is to be rounded up if the average is halfway between two marks.

Part 4

Passing Requirements etc.

15. An exam is passed when the student achieves at least the mark 02 or the assessment 'Passed'. A passed exam cannot be taken again, however; cf. (4).

(2). If an exam consists of several partial exams, the mark for the entire exam must be at least 02; cf. Section 14. If the entire exam has been passed, partial exams where the marks received are 00 or -3 cannot be taken again, however; cf. (3). Even if the entire exam has not been passed, partial exams where the marks received are 02 or above cannot be taken again, however; cf. (4).

(3). The academic regulations may stipulate that for one or more partial exams, a specific mark in the grading scale must be achieved as a minimum.

(4). The academic regulations may stipulate that two or more exams must be passed within the same exam period.

16. The academic regulations may stipulate that two or more exams must be passed at a specified combined mark average. In such cases, the average must be at least 2.0 without rounding up.

(2). The academic regulations may stipulate that an exam that has been graded with a 00 or -3 cannot be taken again if the exam has been passed in accordance with regulations specified pursuant to (1), however; cf. (3).

(3). The academic regulations may stipulate that for one or more exams that are passed at a certain mark average, cf. (1), a specific mark in the grading scale must be achieved as a minimum.

(4). The academic regulations may stipulate that the individual marks that make up a combined mark average, cf. (1), are to be weighted differently at the calculation of the average. In such cases, the average is the sum of the individual marks, each multiplied by the mark's weight, divided by the sum of the weights.

17. The academic regulations may stipulate which marks are to be included in the overall exam result.

(2). The academic regulations may stipulate that the overall exam result be expressed by means of an average quotient. When calculating the average quotient, one decimal is to be included. The calculation does not include subjects/subject elements where the assessment used is 'Passed/Not passed'.

(3). The academic regulations may stipulate that the individual marks that make up the overall exam result are to be weighted differently at the calculation of the average quotient. In this case, the average quotient is the sum of the individual marks, each multiplied by the mark's weight, divided by the sum of the weights.

18. An exam is passed when the average quotient, cf. Section 17(2) and (3), is at least 2.0 without rounding up, and when all exams that are assessed as 'Passed/Not passed' have been passed. If specific passing requirements are stipulated in the academic regulations pursuant to Sections 15 and 16, these must also be met. If no average quotient is calculated, all partial exams that form part of exams must have been passed; cf. Sections 15 and 16.

(2). The academic regulations may stipulate that for one or more exams that are included in the average quotient, a specific mark in the grading scale must be achieved as a minimum.

Part 5

Diplomas

19. The diploma must show each mark according to the 7-step grading scale followed by the letter from the ECTS scale that corresponds to the mark in question; cf. Appendix 2.

(2). If the institution issues documentation for passed parts of the degree programme to students who leave the programme without having completed it, cf. the institution's Degree Programme Order, subsection (1) applies.

Part 6

Requirements on Academic Regulations

20.

The academic regulations for the individual degree programme should determine:

- 1) Precise objectives and criteria for the assessment of compliance with the objectives for the individual subjects/subject elements that are concluded with exams; cf. Section 11(2).
- 2) Any regulations about partial exams; cf. Section 14.
- 3) Any stipulations that for one or more partial exams, a specific mark in the grading scale must be achieved as a minimum; cf. Section 15(3).
- 4) Any stipulations that two or more exams must be passed within the same examination period; cf. Section 15(4).
- 5) Any stipulations that two or more exams must be passed with a specific combined mark average; cf. Section 16(1) – (4).
- 6) Which marks are included in the overall exam result; cf. Section 17(1).
- 7) Any stipulations that the overall exam result is to be expressed by means of an average quotient; cf. Section 17(2) and (3).
- 8) Any stipulations that for one or more exams that are included in the average quotient, a specific mark in the grading scale must be achieved as a minimum; cf. Section 18(2).

Part 7

Other Provisions

21. The Ministry of Culture may grant exemptions from the Ministerial Order, if requests are substantiated by special circumstances.

(2). The Ministry of Culture may permit deviations from the Ministerial Order as part of trials.

Complaints about the Institution's Decisions

22. The institution's decisions pursuant to this Ministerial Order may be brought before the Ministry of Culture by students if the complaint relates to legal aspects. The deadline for lodging a complaint is two weeks from the day the complainant has been informed of the decision.

(2). The complaint must be submitted to the institution, which must make a statement about the complaint. The complainant must be given at least one week to comment on the institution's statement. The institution must forward the complaint to the Ministry of Culture along with the statement and the complainant's comments, where applicable.

(3). With regard to complaints in relation to the music academies, reference is made to the Ministry of Culture's Ministerial Order no. 328 of 22 May 1995 on Processing of Complaints about Tests and Exams at the Academies of Music and the Opera Academy.

Part 8

Entry into Force and Interim Provisions

23. This Ministerial Order enters into force on 1 August 2007 and applies to the marks and assessments that will be given after 31 August 2007.

(2). As regards the Royal Danish Academy of Fine Arts School of Architecture, Aarhus School of Architecture, The Danish Design School and Kolding School of Design, the Ministerial Order applies to the students who were covered by the trial scheme about grading according to the ECTS grading scale and to students who commence studies in the 2007/08 academic year or later. The Ministerial Order must apply to all students by June 2009.

(3). Ministerial Order no. 77 of 24 January 2007 on Grading Scale and Other Assessment at Certain Educational Institutions under the Ministry of Culture (the Grading Scale Order) is repealed.

24. On diplomas issued on 1 September 2007 or later, marks given according to the 13-point grading scale are to be converted to marks according to the 7-step scale. Any average quotient, cf. Section 17(2) and (3) should then be calculated on the basis of the marks according to the 7-step scale. Where marks are converted, the marks achieved according to the 13-point scale must also be shown on the diploma.

(2). With regard to the trial scheme for the Royal Danish Academy of Fine Arts School of Architecture, Aarhus School of Architecture, The Danish Design School and Kolding School of Design, marks given according to the ECTS scale are to be converted to the 7-step scale.

(3). Partial marks given according to the 13-point scale are to be converted to the 7-step scale, if one or more partial marks have been given according to the 7-step scale, cf. Section 22(1), so that the combined mark is given according to the 7-step scale.

(4). Conversion is to be carried out in accordance with the following conversion scale:

13-point scale	13	11	10	9	8	7	6	5	03	00
7-step scale	12	12	10	7	7	4	02	00	00	-3

The Ministry of Culture, 1 July 2007

Brian Mikkelsen

/Pernille Lindberg

Appendix 1

The grading scale in English:

- 12: For an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses.
- 10: For a very good performance displaying a high level of command of most aspects of the relevant material, with only minor weaknesses.
- 7: For a good performance displaying good command of the relevant material but also some weaknesses.
- 4: For a fair performance displaying some command of the relevant material but also some major weaknesses.
- 02: For a performance meeting only the minimum requirements for acceptance.
- 00: For a performance which does not meet the minimum requirements for acceptance.
- 3: For a performance which is unacceptable in all respects.

Appendix 2

Relations between the grading scale and the ECTS scale

- 12 on the 7-step scale corresponds to A on the ECTS scale
- 10 on the 7-step scale corresponds to B on the ECTS scale
- 7 on the 7-step scale corresponds to C on the ECTS scale
- 4 on the 7-step scale corresponds to D on the ECTS scale
- 02 on the 7-step scale corresponds to E on the ECTS scale
- 00 on the 7-step scale corresponds to Fx on the ECTS scale
- 3 on the 7-step scale corresponds to F on the ECTS scale

Editorial note

Pursuant to amendment list for *Lovtidende A* [the official Danish Gazette], 2007: Pernille Lindberg is mentioned as co-signer; this should be corrected to Mette-Astrid Jessen.

Ministerial Order on Bachelor's and Master's Degree Programmes etc. at the Royal School of Library and Information Science (the Degree Programme Order)

Pursuant to Section 3 and Section 7 of Act no. 17 of 14 January 1998 on the Royal School of Library and Information Science, the following provisions are established:

Part 1

Overall Objectives of the Degree Programmes

1. The Bachelor's and Master's degree programmes in Library and Information Science at the Royal School of Library and Information Science are research-based full-time degree programmes that qualify students to handle professional functions independently based on knowledge about and methodological skills in library and information science.

2. The objective of the Bachelor's degree programme in Library and Information Science is to introduce the student to the subject field's scientific disciplines, including the subject field's theory and methodology, so that the student acquires wide knowledge and skills; to give the student academic knowledge and theoretical and methodological qualifications that will enable him/her to identify, formulate and solve complex issues independently within the subject field's relevant elements; to give the student a foundation for practising job functions, and to qualify the student for admission to a Master's degree programme.

3. The objective of the Master's degree programme is to expand the student's academic knowledge and skills and to increase his/her theoretical and methodological qualifications and independence in relation to the Bachelor's level. The objective is also to provide the student with an opportunity for in-depth academic studies of advanced elements in the disciplines and methodologies of library and information science, including training in scientific work and methodology, which will develop the student's ability to perform more specialised job functions in private and public companies and organisations.

(2). The Master's degree programme is also to provide the student with the opportunity to participate in scientific development work and qualify the student for further education, including PhD studies; cf. Ministerial Order on the PhD Programmes at the Universities (the PhD Order).

Part 2

Structure, etc.

4. The Bachelor's and Master's degree programmes are designed as full-time programmes, but can also be structured as part-time programmes.

(2). In the academic regulations, the Royal School of Library and Information Science may include stipulations about how soon after commencing studies a student must have completed the Bachelor's and Master's programme.

5. Bachelor's and Master's degree programmes consist of a number of modules.

(2). A module is a subject element or a group of subject elements intended to give the student a totality of professional qualifications within a specified timeframe indicated in ECTS points. A module is concluded by one or more exams within specified exam periods, which are stated and delimited in the academic regulations.

(3). One year of full-time study corresponds to 60 ECTS points.

6. The Royal School of Library and Information Science offers students enrolled in Bachelor's and Master's degree programmes guidance on the programme and subsequent employment opportunities, both during the course of their studies and in connection with enrolment to Master's and PhD programmes.

(2). The Royal School of Library and Information Science also publishes and maintains a study guide about the Bachelor's and Master's programmes with examples of the job functions the programmes are aimed

at as well as options and recommended compositions of the course elements to be used by the students when they plan their study programme.

7. The Royal School of Library and Information Science is able to offer students – as an individual choice or as an alternative to completing the entire programme in Denmark – the opportunity to complete part of the programme at one or more foreign educational institutions following agreement with the relevant institution about mutual exchange of students. Such a parallel course is part of the Danish educational programme. The parallel course corresponds (is equivalent) to the educational programme that is completed at the Royal School of Library and Information Science.

(2). The Royal School of Library and Information Science is only able to enter into agreements about the completion of parallel courses with foreign educational institutions, if:

1) The foreign educational course is research-based and at the same educational level as the Danish programme.

2) The programme parts that are completed abroad comply with the requirements on quality, academic cohesion, relevance and progression that apply to Danish degree programmes.

3) The student is not charged with study fees by the foreign educational institution(s).

4) The Royal School of Library and Information Science can ensure the student's legal rights, including that the student is given a quality and reliable assessment at exams and allowed at least two exam attempts in order to pass an exam.

5) The Royal School of Library and Information Science is to organise the programme course in such a way that the student is able to complete the foreign programme part within the prescribed duration of study time and complete the entire degree programme within the overall prescribed duration of the study time.

6) The Royal School of Library and Information Science may stipulate in the academic regulations that students who complete a parallel course at one or more foreign educational institutions are to have the opportunity to take one or more exams, including the option of re-examination, at the Royal School of Library and Information Science.

(3). The Royal School of Library and Information Science is to organise its entire offer of parallel courses in a way that ensures reciprocity and financial balance in the exchange with foreign educational institutions.

(4). Offers about parallel courses, including regulations about enrolment in these, are to be established in the degree programme's academic regulations.

(5). Those parts of a Danish degree programme that can be completed at foreign educational institutions may constitute a max. of 2/3 of the total ECTS points of the programme.

(6). Students who are studying pursuant to (1) while they are enrolled at another educational institution, are to follow the regulations of the educational institution in question and not the regulations established in this Ministerial Order.

Part 3

Bachelor's Degree Programme and the Qualification as Librarian DB

8. The Bachelor's degree programme is fixed as a 180 ECTS points programme with an official duration of three years.

9. The Bachelor's programme can be supplemented with a vocation-related project module comprising 30 ECTS with an official duration of six months. The vocation-related project module consists of seminar instruction and guidance in relation to the project, field practice and the elaboration of a project paper.

10. A Bachelor's degree in Library and Information Science entitles the graduate to the title BSc in Library and Information Science. Graduates who complete the vocation-related project module, cf. Section 9, are also entitled to use the title Librarian DB.

11. The Bachelor's degree programme must be a comprehensive and complete course of study that builds on the skills attained by the student in his or her qualifying education.

(2). The Royal School of Library and Information Science must structure the course of study so as to ensure its academic cohesion and progression. The module structure of the degree programme, cf. Section 5,

is to ensure students the possibility of choosing the Master's degree programme or the vocation-related project module or finishing the Bachelor's degree programme with immediate professional competence.

(3). Pursuant to regulations established by the Royal School of Library and Information Science in the academic regulations for the individual programme, the Bachelor's degree programme includes the following: Core (constituent) subject elements central to the general academic skills and identity of the degree programme and other mandatory course elements, including ancillary courses, equivalent to at least 120 ECTS points. The core elements must account for a minimum of 90 ECTS points and must include the theory of science that relates to the subject as well as a Bachelor's project equivalent to a minimum of 10 ECTS points and a maximum of 20 ECTS points.

(4). The Bachelor's project must be completed in the third year of the degree programme, and its function is for the student to demonstrate his/her ability to formulate, analyse and work with issues within a delimited academic subject that reflects the main emphasis of the degree programme.

(5). The Royal School of Library and Information Science is to approve the subject delimitation in accordance with Section 4 and at the same time establish a deadline for submission of the project.

12. Subject to further specification in the academic regulations, the Bachelor's degree programme may contain project-orientated courses within the official duration of the programme, cf. Section 9, possibly in connection with fields outside the Royal School of Library and Information Science

Part 4

The Master's Degree Programme

13. The Master's degree programme is fixed as a 120 ECTS point programme with an official duration of two years.

14. A Master's degree entitles the graduate to use the title Danish title cand.scient.bibl. (candidatus scientiae bibliothecariae) and the English title MLISc (Master of Science in Library and Information Science).

15. The Master's degree programme must be a comprehensive and complete course of study that expands the skills and insight students have acquired in the course of their Bachelor's degree studies or other qualifying exams; cf. the Ministerial Order on Admissions etc. to Bachelor's and Master's Degree Programmes at the Royal School of Library and Information Science.

(2). The Royal School of Library and Information Science must structure the course of study so as to ensure its academic cohesion and progression. As a rule, the degree programme's module structure, cf. Section 5, must ensure that students have the option of choosing between various Competency Profiles that are aimed at a variety of job functions.

(3). Pursuant to regulations established by the Royal School of Library and Information Science in the academic regulations for the individual programme, the Master's degree programme includes the following: Core (constituent) subject elements that are fundamental to the specific academic competences and identity of the degree programme corresponding to a minimum of 90 ECTS points. These must include a Master's thesis of 30 ECTS points.

(4). The Master's thesis must document skills in applying scientific theories and methods to work with a clearly delimited academic subject. The Master's thesis concludes the degree programme, however; cf. Section 54.

(5). The Royal School of Library and Information Science must approve the thesis statement and at the same time set a deadline for submission of the thesis and specify a plan for thesis supervision for the student. Work on the thesis must commence and be concluded with the submission of the thesis within the timeframe established in the academic regulations for the scope of the thesis, which applies to full-time degree programmes.

(6). If the student does not submit the thesis within the timeframe specified in Section 5, the Royal School of Library and Information Science must approve a modified thesis statement within the same field and set a new three-month deadline for submission. Should the student not hand in the thesis by the new deadline, a

third examination attempt may be granted in accordance with the same regulations as those that apply to the second attempt.

16. Subject to further specification in the academic regulations, the Master's degree programme may contain project-orientated courses within the official duration of the programme, cf. Section 13, possibly in connection with fields outside the Royal School of Library and Information Science

Part 5

Examination Provisions

17. The objective of examination is to assess whether and to which degree the student's qualifications comply with the objectives, competences and academic requirements that are established for the degree programme in the Degree Programme Order, the academic regulations etc. The final examination provides the basis for the issue of a diploma; cf. Section 42(1).

18. The examination form should consider the subject element's objectives and reflect the content of the instruction given.

(2). The exams should be organised as individual tests, however; cf. Section 6.

(3). Individual tests are to be understood as:

1) Examination and response/paper must be individual, however; cf. Section 5.

2) Individual assessment must be carried out and individual marks must be given.

(4). If a number of students have collaborated on a joint exam paper, independent marks can only be given if each student's contribution can be determined, so as to ensure that an individual assessment takes place.

(5). If no independent mark is given for an exam paper pursuant to Section 4, the exam assessment may be included in the assessment of a subsequent individual oral or other examination of the individual student; cf. Section 19(2).

(6). The Ministry of Culture may grant exemptions from the provision contained in (2), if this is absolutely necessary in order to document compliance with the objectives of the subject element. However, this does not apply to (3) 2).

19. The degree programme must contain a variation of examination forms, which are to reflect the content of the instruction and work forms. These may be:

1) Oral, written and practical examinations,

2) Participation in classes, courses, seminars, exercises etc.,

3) Combinations of 1) and 2), or

4) Project-orientated courses, possibly related to fields outside the Royal School of Library and Information Science or abroad.

(2). The academic regulations may stipulate that prior to the assessment of an exam answer, students must give a lecture about the answer or orally defend the exam answer. In such cases, assessment will be based on an overall assessment of the exam paper and the oral presentation.

(3). Should a student wish to submit an individual exam answer that can be included in the assessment, the Royal School of Library and Information Science must ensure that the student is given the opportunity to do so. However, this does not apply to examinations where the Ministry has granted an exemption pursuant to Section 18(6).

(4). The Royal School of Library and Information Science is able to offer students the use of computers for the exams. The School is to prepare specific regulations about this in advance.

20. The examinations are normally conducted in Danish.

(2). If the instruction in a subject has been conducted in a foreign language, the examination will be in this language. The Royal School of Library and Information Science can dispense with this rule.

(3). If circumstances permit, the Royal School of Library and Information Science may also allow the student to take an exam in a foreign language. However, this does not apply if the exam presupposes a presentation in Danish.

21. The exams are either internal or external.

(2). Individual exams are to be understood as:

1) Exams that are assessed solely by teachers at the Royal School of Library and Information Science (examiners), or

2) Exams conducted by examiners and assessed in collaboration with co-examiners appointed by the Royal School of Library and Information Science from among the School's teachers.

(3). External exams are to be understood as exams with examiners who assess the student's performance together with co-examiners appointed by the Ministry of Culture.

(4). At least 1/3 of a degree programme's total ECTS points must be documented by external exams. The external exams must cover the degree programme's essential areas, including Bachelor's project, vocation-related project module and Master's thesis. However, this does not apply to credits transferred for exams, cf. Section 52 and parallel courses; cf. Sections 7 and 24.

(5). Assessment of a student's participation in classes, cf. Section 19(1) 2), will be made by the teacher of the classes in question.

22. Once an exam has been started, an assessment must be given, unless the exam is interrupted due to expulsion or due to illness that entitles the student to attend a make-up examination.

23. At the assessment, marks are given according to the 7-step scale or as Passed / Not passed or Approved / Not approved, cf. the Grading Scale Order. Bachelor's projects, Master's theses and Master's projects are assessed according to the 7-step scale. Participation in classes etc., cf. Section 19(1) 2), is assessed as Passed / Not passed or Approved / Not approved. The academic regulations stipulate the extent to which students must have participated in classes etc.

(2). The assessment Passed / Not passed or Approved / Not approved may be used, as a maximum, for exams that cover 1/3 of the degree programme's ECTS points. However, this does not apply to credits transferred for exams, cf. Section 52 and parallel courses, cf. Sections 7 and 24.

24. The Royal School of Library and Information Science may dispense with regulations contained in Part 5 and the Grading Scale Order when making agreements with one or more international educational institutions about parallel courses, cf. Section 7, so that:

1) Less than 1/3 of the degree programme's ECTS points may be documented via external exams if at least 1/2 of the ECTS points that are gained through courses and exams at The Royal School of Library and Information Science are documented via external exams.

2) External examination is not used at the assessment of Bachelor's projects, Master's theses and Master's projects if projects and theses are completed at a foreign educational institution.

3) A national grading scale that differs from the 7-step scale or the ECTS grading scale is used.

4) The assessment Passed / Not passed or Approved / Not approved is used for more than 1/3 of the degree programme's ECTS points.

25. Further to the academic content, assessments of Bachelor's projects, Master's theses, Master's projects and other large written assignments should place emphasis on the student's spelling and formulating capacity, regardless of the language in which the paper is written; cf. Section 20. The academic regulations are to stipulate whether spelling and formulating capacity is to form part of the overall assessment of an exam performance, considering that the academic content should be given greatest weight.

(2). Bachelor's projects, Master's theses and Master's projects must be equipped with a summary in a foreign language. If a Bachelor's project, Master's thesis or Master's project is written in a foreign language, apart from Norwegian or Swedish, the summary may be written in Danish. The academic regulations are to stipulate how the summary is to be included in the overall assessment of the exam performance and the language in which the summary can or must be written.

(3). The Royal School of Library and Information Science may grant exemptions from (1) in cases where students are able to document a relevant specific disability, unless the spelling and formulating capacity is a significant part of the exam's objective.

26. In degree programmes where exams are held at the end of the autumn semester, students who have participated in an ordinary exam and failed to pass this have the option of sitting a re-examination within the

same exam period or in immediate continuation of this, however, no later than in the following month of February. In degree programmes where exams are held at the end of the spring semester, students who have participated in an ordinary exam and failed to pass this have the option of sitting a re-examination within the same exam period or in immediate continuation of this, however, no later than in the following month of August. The same applies to students who have been prevented from participating in an ordinary exam due to illness.

(2). In degree programmes where there are more exam periods than those mentioned under (1), students who have participated in an ordinary exam and failed to pass this have the option of sitting a re-examination as soon as possible, however, no later than six months after the ordinary exam was held. The same applies to students who have been prevented from participating in an ordinary exam due to illness.

(3). If the student fails to pass an exam that is held in accordance with the regulations in (1) and (2), he/she must be given the opportunity of participating in the next ordinary exam.

(4). The academic regulations may stipulate that make-up or re-examinations are to be conducted with a different examination or assessment form than the ordinary exam; cf. Section 19(1) and Section 21. However, this does not apply to the Bachelor's project, the project assignment in the vocation-related project module or the Master's thesis.

27. Oral exams are public, however; cf. (2) and (3).

(2). If a lecture is given about an exam answer or an exam answer is defended orally, cf. Section 19(2), or an exam is based on an assignment answer and the answer has been prepared by several students, these students are not allowed to be present in the examination room until it is their turn to sit the exam or they have sat the exam.

(3). The Royal School of Library and Information Science may choose to limit access to the exam rooms during oral exams due to the amount of space available, and individual people may be denied access or turned away if this is deemed necessary to ensure the appropriate peace and quiet in connection with an exam. The Royal School of Library and Information Science may also dispense with the provisions in (1) in special circumstances, including where the consideration for the student calls for this.

(4). The Royal School of Library and Information Science may make sound and/or image recordings of an oral exam, if the recordings are included as part of the exam course.

28. Exams may be held as video conferences or by means of other technical measures. The Royal School of Library and Information Science is to ensure that security measures in connection with such exams correspond to that which applies to an ordinary exam. The Royal School of Library and Information Science is to appoint or approve invigilators who are to be present with students during exams. Examiners and co-examiners may be in a different place to the student, but they have to conduct the examination and give their mark in compliance with the applicable regulations.

29. The student may make a sound recording of his/her own oral exam provided the assessors have been advised about this before the exam commences and provided the assessors be given a copy of the sound recording at the end of the exam.

30. Only the examiner and the co-examiner are allowed to be present during the discussion of the examinee's performance. However, the Royal School of Library and Information Science may decide that future examiners be allowed to sit in on such a discussion.

31. Before the end of the first academic year of the Bachelor's degree programme, students who wish to continue in the programme must participate in the exams that form part of the first-year exam according to the academic regulations.

32. The exams after the first academic year, cf. Section 31, must have been passed at the latest by the end of the second academic year after commencement of studies for the student to be allowed to continue in the programme.

(2). If a student has not passed the exams in compliance with (1), access to a new exam attempt is repealed; cf. Section 35(1).

33. In connection with Bachelor's degree programmes that commence on 1 September, the student must be informed about the result of the first attempt, cf. Section 31, before 1 August the following year. If the student has failed to pass the exam, he/she may sign up for a new exam in August, and the student must be informed of the result of this exam before the end of September.

34. The Royal School of Library and Information Science may grant exemptions from the deadlines stipulated in Sections 31-33 for an individual student in special circumstances.

35. The student has a maximum of three attempts to pass an exam etc., however; cf. Section 32(2). The Royal School of Library and Information Science may allow a fourth and fifth exam attempt in special circumstances. The question of academic ability cannot be taken into consideration when determining the question of special circumstances.

(2). At the third, fourth and fifth exam attempt in an internal exam, which is assessed by an internal examiner alone, the student may demand the presence of an external examiner.

(3). A student who is to have his/her participation in classes assessed for the second time, cf. Section 19(1) 2) may demand the right to sit an exam instead. The third, fourth and fifth time, the student may demand that an external examiner participate. Participation in classes to which practical exercises are associated, however, cannot be replaced by an exam.

(4). A student's receipt of an offer of re-examination pursuant to the Ministerial Order on Processing of Complaints about Examinations etc. at the Royal School of Library and Information Science Section 5(2) – (3) and Section 12(4) is not considered an exam attempt pursuant to (1).

(5). In exceptional cases, the Royal School of Library and Information Science may grant exemptions for more than five exam attempts, especially if the student only needs to pass one specific exam in order to complete the entire degree programme.

36. When signing up for a subject element etc. to which one or more exams are associated, the student automatically signs up for the exam(s). At the same time, the Royal School of Library and Information Science fixes a deadline for possible withdrawal from the examination, however; cf. (3).

(2). If the withdrawal is not received by the stipulated deadline, the exam will be counted in the number of exam attempts commenced; cf. Section 35(1). However, this does not apply if the student is prevented from attending due to illness.

(3). Once the Royal School of Library and Information Science has fixed a deadline for submission of the Master's thesis, cf. Section 15(5) and (6), withdrawal is not accepted, and an exam attempt will have been used, cf. Section 35, if the student does not submit the thesis by the agreed deadline.

(4). The Royal School of Library and Information Science may grant exemptions from the deadline stipulated in (1) and (3) in special circumstances.

37. The Royal School of Library and Information Science is under obligation to inform the students about:

- 1) General examination regulations
- 2) The first-year exam at the Bachelor's degree programme; cf. Sections 31-33
- 3) Special examination regulations for each individual subject element etc., including any regulations on automatic registration for exams; cf. Section 36
- 4) The possibility of submitting an individual exam answer if this is to be included in the assessment; cf. Section 19(3).
- 5) Guidelines in connection with illness
- 6) Consequences of non-compliance with examination regulations
- 7) The possibility of submitting complaints about exams; cf. the Ministerial Order on the Processing of Complaints about Examinations etc. at the Royal School of Library and Information Science
- 8) The possibility of making a sound recording of the student's own oral exam; cf. Section 29
- 9) The possibility of using a computer during the exam
- 10) Guidelines for exams held abroad, if such are held

(2). At the latest when the date for an exam is announced, the Royal School of Library and Information Science must inform students of which aids they are expected to have at their disposition and any limitation on which aids they are allowed to bring along.

(3). The information mentioned in (1) and (2) must be published on the Royal School of Library and Information Science's website.

38. If examiners become aware of serious flaws in relation to an exam, they must immediately inform the Royal School of Library and Information Science with a suggestion as to how to compensate for the flaws.

(2). In cases where the student has not yet been informed of the assessment, and at the recommendation of the examiners, the Royal School of Library and Information Science may annul the exam and make arrangements for an extraordinary re-examination to be held.

(3). Should the Royal School of Library and Information Science otherwise become aware of significant flaws in relation to an exam at a time where the student has not yet been informed of the assessment, the School may annul the exam and make arrangements for an extraordinary re-examination to be held, once a statement has been obtained from the person who is responsible for the exam.

(4). Should the Royal School of Library and Information Science otherwise become aware of significant flaws in relation to an exam at a time where the student has been informed of the assessment, the School may offer to hold an extraordinary re-examination, once a statement has been obtained from the person who is responsible for the exam. The student may choose to keep the originally given assessment.

39. The Royal School of Library and Information Science is to stipulate regulations about disciplinary measures in cases of cheating or disruptive behaviour during exams.

40. In relation to exams where the student is not informed of the assessment immediately after the exam the Royal School of Library and Information Science is to stipulate a date for the publication of the assessment.

(2). Pursuant to (1), the date must be within six weeks of the exam that has been held, however, cf. Section 33, and the student must be informed of the date at the same time as the date for the exam is announced, either by notice on a noticeboard or in some other way.

(3). In relation to Bachelor's projects, Master's theses and Master's projects, however, the assessment must be announced no later than two months after the project/thesis has been handed in for assessment. The month of July is not to be included in the calculation of the two months.

(4). The Royal School of Library and Information Science may grant exemptions from the deadline stipulated in (1) – (3) under special circumstances. If the assessment cannot be completed by the fixed deadline, the Royal School of Library and Information Science must inform the student hereof as quickly as possible with a reason for the delay and information about when the assessment will be announced.

41. The Royal School of Library and Information Science is able to offer special examination conditions for students with a physical or mental disability, students with a mother tongue other than Danish and students with similar difficulties, if the Royal School of Library and Information Science considers that this is necessary in order to give such students equal opportunities in the examination situation. It is a prerequisite that the offer does not lead to a lowering of the examination level.

42. The Royal School of Library and Information Science issues diplomas for completed degree programmes, however; cf. Section 44. The graduate must receive the diploma no later than two months after the last exam has been completed and the result has been announced. The month of July is not to be included in the calculation of the two months.

(2). The diploma is to be issued in Danish, however, cf. (3), and further to the graduate's name and the name of the institution, it should, as a minimum, include:

- 1) The title that the graduate is entitled to use in Danish and English
- 2) The degree programme's rating stated in ECTS points
- 3) The Bachelor's degree or other education that forms the basis for the Master's degree
- 4) The subject elements in which the graduate has sat an exam or which are otherwise documented, with indication of ECTS points
- 5) Credits transferred for exams; cf. Section 52
- 6) The examination language, if the exam has been conducted in a foreign language; cf. Section 20

7) The assessments achieved, cf. Section 23(1), and any average of the total exam result, cf. Section 17 of the Ministerial Order on the Grading Scale and Other Forms of Assessment at Certain Educational Institutions under the Ministry of Culture

8) A Competency Profile that describes the degree programme

(3). The graduate may demand to have his/her diploma issued in English.

(4). As an appendix to the diploma, the Royal School of Library and Information Science issues a Diploma Supplement in English in correspondence with the model that has been developed on the basis of the EU Commission, the Council of Europe and UNESCO/CEPES' standard model, and which describes the degree programme's academic field, content, level and objectives along with information about the Royal School of Library and Information Science and the School's and the degree programme's position in the Danish educational system.

(5). The diploma must not contain information about special examination conditions; cf. Section 25(3) and Section 41.

(6). A combined diploma for a degree programme that has been completed at several educational institutions is to be issued by the educational institution at which the student was last enrolled for the programme in question.

(7). Should a student leave the degree programme without having completed it, the student is entitled to request that the Royal School of Library and Information Science issue documentation for any parts of the programme that have been passed, with indication of ECTS points achieved.

43. If the Royal School of Library and Information Science has approved that credits may be transferred for a completed / passed / approved subject element etc. from another Danish or foreign institution of higher education, the assessment is to be indicated as Passed / Approved. If the subject element etc. in question is assessed according to the 7-step scale at both educational institutions, the assessment is to be transferred with the mark achieved. The institutions involved may agree something different. If a subject element etc. has been completed at a foreign educational institution, it should be stated in an appendix to the diploma which mark has been achieved according to the grading scale applied at this institution along with an overview of the applied grading scale.

44. If the Royal School of Library and Information Science issues a diploma for a degree that has been completed as a parallel course, cf. Section 7, the following applies:

1) For students who have been accepted for and enrolled in the degree programme at the Royal School of Library and Information Science, the School is to issue a Danish diploma that includes the entire study course. The diploma is to be issued in accordance with the regulations contained in Section 42, however; cf. 2) – 4).

2) Regardless of the fact that the Royal School of Library and Information Science is responsible for issuing the Danish diploma in question, such a diploma may be endorsed, signed or similar by the foreign educational institution(s) so that it appears as a joint document or can be given legal effect under foreign law.

3) The diploma must state which parts of the degree programme have been completed at the foreign educational institution(s).

4) The parts of the degree programme (subject elements etc.) that have been completed at foreign institutions must be registered as Passed / Approved. Additionally, the diploma must state which mark has been achieved according to the grading scale applied at the foreign educational institution(s), and an overview of the grading scale applied must be added as an appendix, however; cf. Section 24(3).

45. As part of an agreement with foreign educational institutions about parallel courses, cf. Section 7, the Royal School of Library and Information Science may decide that the Royal School of Library and Information Science can issue a Danish diploma that covers the entire degree programme course in Denmark and abroad to students from foreign educational institutions.

(2). However, the Royal School of Library and Information Science can only enter into agreements pursuant to (1):

1) If students from the Royal School of Library and Information Science are similarly granted the possibility of having a diploma issued by the foreign educational institution (reciprocity),

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- 2) The entire foreign degree programme is research-based and complies with corresponding requirements on quality, cohesion, relevance and academic progression as those that apply to the Danish degree programme, and
 - 3) At least 1/3 of the entire degree programme's ECTS points have been completed at the Royal School of Library and Information Science.

46. The Royal School of Library and Information Science is to keep the information on file that is necessary for issuing diplomas for 30 years after the completion of an exam or test. After that, the information is to be handed over to the Danish State Archives.

47. With regard to examinations and diplomas, the following orders are in force:

- 1) Ministerial Order on External Examinations and Complaints about Assessments of Examinations at the Royal School of Library and Information Science
- 2) Ministerial Order on the Grading Scale and Other Forms of Assessment at Certain Educational Institutions under the Ministry of Culture

Part 6

Academic Regulations

48. Within the framework established by the provisions of the Ministerial Order, the Royal School of Library and Information Science is to stipulate specific regulations about the degree programmes in the academic regulations.

(2). The academic regulations for the Bachelor's degree programme must contain:

- 1) The degree programme's name in Danish and English; cf. Section 10
- 2) Duration and composition expressed in ECTS points; cf. Section 8
- 3) An academic profile that describes
 - a) The objectives of the degree programme
 - b) The academic and profession-related competences that the graduate will have after completing the programme
- 4) Regulations about modules and subject elements; cf. Section 11:
 - a) Objectives
 - b) Content
 - c) Scope expressed in ECTS points
 - d) Forms of instruction and working methods
 - e) Chronology (progression of programme components), and
 - f) Prerequisites for participation
- 5) Regulations for written assignments, including the Bachelor's project and its length; cf. Section 11(4) and (5).
- 6) Regulations on credit transfer, including the possibility of choosing modules that form part of a different degree programme at an educational institution in Denmark or abroad, cf. Section 52, and in relation to parallel courses, Sections 7 and 24.
- 7) Regulations on internships.
- 8) Regulations on project-orientated courses; cf. Section 12.
- 9) Regulations on any deadlines for the student to complete the programme after commencing studies; cf. Section 4(2).

(3). The academic regulations for the vocation-related project module must include:

- 1) The degree programme's name in Danish; cf. Section 10
- 2) Duration and composition expressed in ECTS points; cf. Section 9
- 3) An academic profile that describes
 - a) The objectives of the programme
 - b) The academic and profession-related competences that the graduate will have after completing the programme
- 4) Regulations about modules and subject elements:
 - a) Objectives
 - b) Content

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- c) Scope expressed in ECTS points
 - d) Forms of instruction and working methods
 - e) Chronology (progression of programme components), and
 - f) Prerequisites for participation
- 5) Regulations about the project assignment and its scope; cf. Section 9
 - 6) Regulations on internships
 - 7) Regulations on any deadlines for the student to complete the programme after commencing studies; cf. Section 4(2)
- (4). The academic regulations for the Master's degree programme must contain:
- 1) Admission requirements, including any requirements on supplementary qualifications; cf. the Ministerial Order on Admissions etc. to Bachelor's and Master's Degree Programmes at the Royal School of Library and Information Science
 - 2) The degree programme's name in Danish and English; cf. Section 14
 - 3) Duration and composition expressed in ECTS points; cf. Section 13
 - 4) An academic profile that describes
 - a) The objectives of the programme
 - b) The academic and profession-related competences that the graduate will have after completing the programme
 - 5) Regulations on modules and subject elements; cf. Section 15
 - a) Objectives
 - b) Content
 - c) Scope expressed in ECTS points
 - d) Forms of instruction and working methods
 - e) Chronology (progression of programme components), and
 - f) Prerequisites for participation
 - 6) Regulations on written assignments, including the Master's thesis and its scope; cf. Section 15(4) – (6).
 - 7) Regulations on credit transfer, including the possibility of choosing modules that form part of a different degree programme at an educational institution in Denmark or abroad, cf. Section 52, and in relation to parallel courses, Sections 7 and 24.
 - 8) Regulations on project-orientated courses; cf. Section 16.
 - 9) Regulations on any deadlines for the student to complete the programme after commencing studies; cf. Section 4(2).

49. Furthermore, the academic regulations for the individual degree programme are to stipulate regulations for exams and assessments.

- 1) Regulations on examination forms, including whether the exam is oral or written and whether the student is free to choose between various examination forms and the number of students allowed to participate in a group answer to an exam assignment; cf. Section 18 and 19(1).
- 2) Regulations on participation in classes etc. and submission of written assignments etc. that are a prerequisite for participating in the exam or part of the exam; cf. Section 19(1).
- 3) Any regulations on giving lectures or defending an exam answer orally; cf. Section 19(2).
- 4) Regulations on examination language; cf. Section 20.
- 5) Regulations on which exams are to be assessed with the participation of external examiners appointed by the Ministry; cf. Section 21(3) – (4).
- 6) Regulations on which exams are given marks and which exams are graded as Passed / Not passed or Approved / Not approved; cf. Section 23.
- 7) Regulations on the extent to which the student must have participated in classes in relation to the examination form class participation; cf. Section 23(1), last item.
- 8) Regulations on how the student's spelling and formulating capacity is included in the overall assessment of his/her exam performance; cf. Section 25(1).
- 9) Regulations on how the summary is to be included in the assessment and the language in which the summary can or must be written; cf. Section 25(2).
- 10) Any regulations pursuant to the Ministerial Order on the Grading Scale and Other Forms of Assessment at Certain Educational Institutions under the Ministry of Culture that two or more exams must be passed within the same exam period.

11) Any regulations pursuant to the Ministerial Order on the Grading Scale and Other Forms of Assessment at Certain Educational Institutions under the Ministry of Culture that two or more exams must be passed with a specified mark average; that an exam for which the mark 00 or lower is given cannot be re-taken; that an exam must be assessed as at least 2 or at least 00 in order to be included in the average; and that marks are weighted differently.

12) Any regulations pursuant to the Ministerial Order on the Grading Scale and Other Forms of Assessment at Certain Educational Institutions under the Ministry of Culture that an exam consists of several partial exams; that a partial exam must be assessed as at least 2 or at least 00 in order to be included in the combined mark; and that that the marks are weighted differently.

13) Regulations on which marks are included in the overall exam result and their weighting.

14) Regulations on make-up examinations or re-examinations; cf. Section 26.

15) Regulations on the chronology of the exams across the degree programme, including which exams the student must participate in before the end of the first academic year; cf. Section 31.

16) Any regulations on special examination conditions for students; cf. Section 41.

(2). In addition to the regulations laid down in accordance with this Ministerial Order, the academic regulations must contain regulations pursuant to the Admissions Order.

(3). The academic regulations must state that the Royal School of Library and Information Science may grant exemptions from regulations in the academic regulations that have been established by the School alone under special circumstances.

50. When preparing academic regulations and significant changes to these, the Royal School of Library and Information Science is to hold discussions with relevant organisations that represent employers and graduates and obtain statements from the chairmanship of the external examiners; cf. the Ministerial Order on External Examination and Complaints about Assessments of Examinations at the Royal School of Library and Information Science.

(2). Newly approved and substantially revised academic regulations come into force at the beginning of the academic year.

(3). Newly approved and substantially revised academic regulations must contain the necessary interim provisions.

(4). Current academic regulations must be publicly available on the website of the Royal School of Library and Information Science.

51. In order to promote a cohesive degree programme structure for the Bachelor's and Master's degree programmes, the Royal School of Library and Information Science may establish general regulations about the contents and organisation of the degree programmes offered by the School.

Part 7

Other Provisions

52. In individual cases, or subject to general regulations established by the Royal School of Library and Information Science, the School may approve that degree programme elements that have been passed at another Danish or foreign degree programme at the same level may substitute degree programme elements contained in this Ministerial Order.

(2). Credits for the Master's thesis, cf. Section 15(3) – (6), cannot be transferred.

(3). Decisions under (1) must be based on an academic evaluation.

53. The Ministry may allow deviations from the Ministerial Order on a trial basis. In such cases, the duration and reporting form of the trial must be determined.

54. In special cases, the Royal School of Library and Information Science may grant exemptions from the regulation that stipulates that the Master's thesis concludes the Master's degree programme; cf. Section 15(4).

55. The Ministry may grant exemptions from this Ministerial Order when special circumstances call for this, except in the cases mentioned in Section 11(5), Section 15(5) and Sections 52 and 54.

56. The Royal School of Library and Information Science's decisions pursuant to this Ministerial Order may be brought before the Ministry of Culture by students if the complaint relates to legal aspects. The complaint must be submitted to the Royal School of Library and Information Science who is to prepare a statement, which the complainant must have the opportunity to comment on within a timeframe of at least one week. The Royal School of Library and Information Science is to send the complaint to the Ministry along with the School's statement and any comments from the complainant.

(2). The deadline for lodging a complaint pursuant to (1) is two weeks from the day the complainant is informed of the decision.

Part 8

Entry into Force and Interim Provisions

57. This Ministerial Order enters into force on 1 September 2008 and applies to students who commence a Bachelor's degree programme, a vocation-related project module or a Master's degree programme on 1 September 2008 or later.

(2). Section 11(5), Section 15(5) – (6) and Section 36(1) – (2) are effective as of 1 September 2008, regardless of the fact that the Degree Programme Order's other provisions are not yet applicable to the students; cf. Section 58.

58. Ministerial Order no. 460 of 15 June 1998 on Bachelor's and Master's Degree Programmes etc. at the Royal School of Library and Information Science is repealed, however; cf. (2).

(2). The Ministerial Order mentioned under (1) continues to apply until this present Ministerial Order enters into force pursuant to Section 57.

The Ministry of Culture, 30 June 2008

Brian Mikkelsen

/ Mette-Astrid Jessen

Ministerial Order on Processing of Complaints about Examinations etc. at the Royal School of Library and Information Science

Pursuant to Section 3 of Act no. 17 of 14 January 1998 on the Royal School of Library and Information Science, it is stipulated that:

1. Complaints about internal and external tests or other assessments, that form part of exams, apart from internship assessments, may concern:

- 1) The examination basis (examination questions, assignments and similar) and its relation to the syllabus,
- 2) The examination course and
- 3) The assessment.

2. A complaint may be submitted by the student to the Royal School of Library and Information Science. The complaint must be in writing and substantiated.

(2). The complaint must be submitted within two weeks of the date where the result of the test/exam has been announced.

(3). The Royal School of Library and Information Science may grant exemptions from (2) under special circumstances.

3. The Royal School of Library and Information Science is to submit the complaint to the original assessor(s) as quickly as possible.

4. The original assessor(s) may

- 1) Carry out a new assessment,
- 2) Offer a re-examination, or
- 3) Reject the complaint.

(2). The complaint can only be rejected if the assessors agree on this.

(3). In cases of disagreement as to whether the complaint is to be rejected or whether a new assessment is to be carried out, a new assessment must be carried out. In cases of disagreement as to whether the complaint is to be rejected or whether a re-examination is to be offered, a re-examination must be offered.

(4). Should the assessors disagree on whether to carry out a new assessment or offer a re-examination, the opinion of the external examiner – or if more examiners are involved, the majority opinion among these – is decisive.

5. If a new assessment is carried out because of flaws in one or more of the conditions mentioned in Section 1, a new assessment must be carried out for examinees whose examination is affected by the same flaw. New assessors may be appointed for the re-assessment.

(2). If a re-examination is offered due to flaws in one or more of the conditions mentioned in Section 1, the offer must be given to all examinees whose examination is affected by the same flaw. New assessors may be appointed for the re-examination.

(3). Re-examination must take place as soon as possible.

6. The complaint processing must be complete and the Royal School of Library and Information Science must be informed of this no later than two weeks after the original assessors have received the complaint. The School is to inform the complainant about the result as quickly as possible.

(2). Should circumstances exist that make it impossible to process the complaint within the time limit stipulated in (1), the Royal School of Library and Information Science must inform the complainant of this as quickly as possible, indicating when the processing of the complaint is expected to be complete.

7. The complaint cannot result in a mark that is lower than the one that was originally given.

Appeal

8. The decision of the assessors, cf. Section 4, including any new assessment, may be brought before an Appeals Board by the complainant.

9. The complainant must submit the appeal to the Royal School of Library and Information Science. The appeal must be in writing and substantiated.

(2). The appeal must be submitted within two weeks of the date where the complainant has been informed of the decision; cf. Section 4.

(3). The Royal School of Library and Information Science may grant exemptions from (2) under special circumstances.

10. The Appeals Board will be appointed as needed and as quickly as possible after an appeal has been submitted.

(2). The Board consists of two external examiners appointed by the Ministry, one teacher who is entitled to conduct examinations and a student within the subject field.

(3). The external examiner chair appoints the two external examiners and their substitutes.

(4). The Royal School of Library and Information Science appoints the teacher who is entitled to conduct examinations and the student as well as their substitutes.

(5). The external examiner chair appoints one of the external examiners as Chairman of the Board. The external examiner chair may appoint himself/herself as Chairman.

11. In order for the Appeals Board to form a quorum, all of the Board's members must participate in the decision.

(2). If the Appeals Board cannot reach an agreement, a decision must be made by voting. In the event of equality of votes, the Chairman holds the deciding vote.

12. The Appeals Board may

1) Raise the mark,

2) Decide in favour of a new assessment with new assessors,

3) Offer a re-examination with new assessors, or

4) Reject the appeal.

(2). Should the Appeals Board decide to discuss raising the mark, the student must withdraw from the Appeals Board during the further processing of the appeal.

(3). The external examiners chair appoints new assessors. At least one of these must be an external examiner appointed by the Ministry.

(4). Should the Appeals Board decide to raise the mark or instigate a new assessment based on flaws in one or more of the conditions mentioned in Section 1, the decision applies to all examinees whose examination is affected by the same flaw. The same applies if the Appeals Board offers a re-examination based on substantial flaws in one or more of the conditions mentioned in Section 1.

13. The Appeals Board's decision cannot be brought before another administrative authority, however; cf. Section 18(1).

14. The Royal School of Library and Information Science is to be informed of the Appeals Board's decision in relation to winter examinations within two months and in relation to summer examinations within three months of the submission of the appeal.

(2). Should it not be possible to process the appeal within this time limit, the Royal School of Library and Information Science must inform the complainant as quickly as possible stating the reason for this and giving information about when the appeals processing is expected to be complete.

15. The Royal School of Library and Information Science is to inform the complainant about the decision as quickly as possible.

(2). New assessments and re-examinations are to take place as quickly as possible.

16. The appeal cannot result in a lower mark than the one given by the assessors, pursuant to Section 4; cf. Section 7.

Other Provisions

17. The student may continue his/her studies while the complaint or appeal case is being processed, unless otherwise stipulated in the Ministerial Order or the academic regulations.

(2). Complaints or appeals do not have delaying effect on the issue of diplomas.

18. Complaints about decisions made pursuant to this Ministerial Order may be brought before the Ministry of Culture if the complaint relates to legal aspects about a student's legal position.

(2). The deadline for lodging a complaint is two weeks from the date the complainant has been informed of the decision.

19. The Ministry of Culture may grant exemptions from the Ministerial Order, if requests are found to be substantiated by special circumstances.

Entry into Force etc.

20. This Ministerial Order comes into force on 16 June 1999.

(2). Sections 14 and 15 of Ministerial Order no. 557 of 21 August 1987 on External Examination and Complaints about Assessments of Examinations at the Royal School of Library and Information Science are repealed.

The Ministry of Culture, 27 May 1999

On behalf of the Minister

E. B.

Hanne Laurrup