OIE - Master of Science (MSc) in Social Sciences in Organizational Innovation and Entrepreneurship

Preamble

Pursuant to section 45 of Ministerial Order no. 2285 of 1 December 2021 on Full-time Programmes at Universities (the University Programme Order); section 28(3) and section 30(1) of Ministerial Order no. 35 of 13 January 2022 on Admission and Enrolment on Full-time Programmes at Universities (the University Admission Order); and Ministerial Order no. 1125 of 4 July 2022 on the Grading Scale of Educations within the Sphere of the Ministry of Higher Education and Science (the Grading Scale Order) the Dean of Education, acting on a proposal prepared by the study board, has approved the following programme regulations.

Content

Part 1: Programme specific regulations

Part 2: General regulations for master's (candidatus) programmes

12. Teaching and examination language
13. Prerequisites for participating in the exam: compulsory activities
14. Registration for and withdrawal from courses and exams
15. Re-exams
16. Study start test
17. Extraordinary re-exams and offers of re-assessment / re-exam
18. Entrepreneurs
19. Examination forms
20. Examination rules
21. Examination aids
22. Examinations under special circumstances
23. Sitting examinations abroad

24. Assessment
25. Announcement of results
26.-27. Pass requirements and exam attempts
28. Diploma
29. Leave
30. Programme regulations
31. Exemption from the programme regulations
32.-35. Credit transfer

Part 3: Complaints

Commencement and transition regulations

Appendix: Competency profile

Part 1: Programme specific regulations

Degree title and duration

1. Students who successfully complete the programme earn the degree *Master of Science (MSc) in Social Sciences in Organizational Innovation and Entrepreneurship*, in Danish *cand.soc.* (candidatus/candidata societatis) *i* organisatorisk innovation og entrepreneurskab.

(2) This programme is governed by The Study Board for cand.soc.

(3) The master's (candidatus) programme is a two-year full-time programme, corresponding to 120 ECTS credits. The deadline for completing the programme is the rated time of study + one year after the student commenced the programme. Leave periods, if any, are not included in this time frame. Level of qualification: Master's degree at NQF/EQF Level 7 referring to Second Cycle in the Bologna QF.

(4) The programme duration refers to the number of student full-time equivalents according to which the programme is structured. A full-time equivalent corresponds to one year of work by a full-time student and corresponds to an annual workload of 1650 working hours corresponding to 60 ECTS credits (European Credit Transfer System). The workload includes scheduled classes, preparation for classes, completion of written assignments, other teaching activities, independent study as well as preparation for, and participation in examinations.

Admission requirements and qualifying degrees

1A. No bachelor degree gives the right to admission to the MSc of Social Sciences in Organizational Innovation and Entrepreneurship programme.

(2) The following bachelor degrees give access to admission to this programme, see however subsections (4) and (6):

From CBS:

- BA IMK
- HA PRO
- HA(kom.)
- HA(psyk.)
- BSc in Business Administration & Sociology
- HA(fil.)
- BLC
- ASP
- IBP
- BSc in Business Administration & Service Management

- HA Almen
- IB
- HA(it.)
- HA(mat.).

From other educational institutions:

- Bachelor in Organisatorisk Læring (AAU).

(3) Admission to the MSc of Social Sciences in Organizational Innovation and Entrepreneurship programme requires that the applicant has completed a qualifying bachelor degree, among these a professional bachelor degree, or other Danish or foreign degree at the same level. During the education the applicant must have covered the following academic disciplines to a sufficient degree on an overall, individual assessment:

Min. 30 ECTS-points within one or more of the following areas:

- Organisation
- Management
- Strategy
- Innovation and entrepreneurship
- Social science methodology
- Media, communication and design.

(4) The requirements for language skills are available on CBS' homepage: cbs.dk/graduateadmission.

(5) Standard assessments of a number of degrees from CBS or other universities are available on cbs.dk/graduateadmission.

(6) In the event that there are more applicants who fulfil the admission requirements than there are places offered at this programme, the selection shall be made according to criteria laid down in advance and published on cbs.dk/graduateadmission.

(7) Available at cbs.dk/graduateadmission are the application and admission procedures, including deadlines, as well as information about the date when the offer or the rejection of a place of study is made and about the requirement to accept a place of study.

Purpose

2. The Master of Science (MSc) in Social Sciences program is a graduate, theoretical degree program based on a relevant bachelor or corresponding degree.

(2) The objective of the Master of Science (MSc) in Social Sciences program is to qualify graduates to identify and analyze complex social and business economic issues based on theoretical and methodological competencies and skills in a diversity of academic and professional traditions, thus preparing them to serve in private and public enterprises and organizations.

(3) With these acquired competencies and skills, graduates, through a use of a combination of a holistic outlook and specialist knowledge, will be able to make use of their in-depth knowledge of the field while simultaneously absorbing, producing and applying new information when solving social and business economic issues.

(4) Throughout the program, students also receive training in handling and solving cross-disciplinary issues in collaboration with individuals that have the same or a different educational background.

(5) The purpose with the Master of Science (MSc) in Social Sciences in Organizational Innovation and Entrepreneurship (OIE) is to develop students with knowledge, skills and competencies that enable them to:

• Act as innovator and entrepreneur primarily in contexts of formal organizations, as well as analyze the conditions for innovation and entrepreneurship in such contexts.

(6) The OIE program will provide the means for the student to develop these competences. The program builds on a learning philosophy that combines developing theoretical-analytical skills with developing competency to identify problems and solutions in concrete contexts – provided by cases and guest lecturers. Innovation and Entrepreneurship in organizational contexts are therefore related to a thorough insight into how management and organization operate so as to be able to diagnose the conditions for the new in such organizational contexts. This overall purpose is pursued by focusing on three primary areas of skills and knowledge, which together forms the basis for the competency profile of the organizational innovator/entrepreneur:

• Analytical skills: The student learns to independently identify, analyze and provide adequate solutions for problems/challenges related to innovation and entrepreneurship within organizational settings. The student will learn to master knowledge of organizational entrepreneurship and to apply this in specific contexts.

• Communicative skills: The student learns to argue for, promote, and proficiently communicate entrepreneurial/innovative ideas in ways that take managerial decision-making as a necessary but insufficient point of departure for organizational innovation and entrepreneurship.

• Organizational skills: The student learns to analyze and understand the organizational conditions under which innovation and entrepreneurship take place. This involves a clear understanding of the organizational conditions (i.e. organizational politics, governance, power-relations and the role of informal decision-making), but also an ability to promote, create and facilitate the conditions necessary for organizational innovation and entrepreneurship (i.e. managing and leading heterogeneous groups).

(7) The competency profile will thus be achieved by giving the student the knowledge and skills:

• To analyze, promote and organize organizational innovation and entrepreneurship on the conceptual/theoretical basis of: Innovation (including art, aesthetics, and creativity), Management (including innovation and strategic management), Entrepreneurship, Knowledge Creation (including method and methodology), Leadership and Organization Studies.

(8) These competencies will be achieved by learning processes that give the OIE students opportunities to:

• Independently apply concepts and methods in concrete case studies focused on processes of entrepreneurship (entrepreneurial value creation), innovation and organizational creativity, as well as on managing and leading such processes.

• Promote entrepreneurial ideas, arguments and methods in an academically as well as a business oriented manner.

• Perform in and make creative use of dynamic and heterogeneous (i.e. multidisciplinary, multicultural and diverse) groups.

• Write and communicate with academic rigor so as to become skilled in analyzing and presenting complex problems in a clear, logically well-structured, and convincing manner.

(9) Having acquired the above mentioned knowledge, skills and competencies the OIE student is well suited to take on positions within a wide range of both traditional and more experimental positions across the private, public and non-profit sectors. Examples hereof could be:

• Idea and business development

• Organizational development

• Innovation management departments (best-practice development, leadership and creativity development etc.)

• Management Consultancy

• Personal Assistant to Executive Directors

• Various analyst and project management positions

(10) The program is team- and case-oriented and aims at qualifying the student to immediately assume the responsibilities of assisting, coordinating and leading projects within organizational innovation and entrepreneurship and to help build organizational, managerial and leadership competencies within these fields.

Competency profile

3. The Study Board has developed a competency profile, which describes the expected learning outcomes of this degree programme, please see appendix below.

Content and structure

4. The OIE program is a two-year master program with a mandatory first year and a personalized second year with options for students.

(2) The first year consists of four consecutive quarters. In each quarter students have one lecture and one studio course.

Lecture courses are focused around lectures and case-discussions within a primarily reflective pedagogical mode. **Studio-courses** are activity-based and problem-oriented, and wraps learning into a generative relationship between theory and practice focusing on experiential education in facilitated groups. Students learn by making, constantly referring back and forth between local solutions and general theories.

Studio courses:

The studio courses will follow a ***life cycle model of the organization*** with each course progressively contributing to the larger picture of the organizational life cycle. In Q1, students start by exploring models and prototypes of new ideas/inventions. In Q2, they address the issue of turning those ideas and plans into an organization through 'Entrepreneurial Processes'. In Q3, students discuss options to organize growth, i.e. growing businesses to become more competitive or more sustainable, and exit options. Together the first three studio courses encourage students to reflect on the entire life cycle of the company and develop a better understanding of the specific challenges at different points in that life cycle. The structure also highlights how decisions taken early in the life cycle shape options at later points in time.

The last studio course in the first, mandatory year of the program introduces students in a very practical manner to social science methods (quantitative and qualitative) and their application to real-life business problems. It thus brings together many of the previously taught tools and analytical frameworks explicitly reflecting on their methodological foundations and prepares students for their master's theses.

Lecture courses:

The parallel lecture courses offer four different ***complementary perspectives on the phenomenon of entrepreneurship and organizational innovation***. The four perspectives highlighted are:

1. Context
2. Strategic Management
3. Design
4. Social

(3) In Q1, students are introduced theoretically and conceptually to 'Entrepreneurship and Innovation in Context'. Q2 channels students' attention towards the issue of strategic management and how innovations in the context of organizations require a managerial framing. Q3 complements the previous perspectives with a design-approach to innovation, discussing options for designing product and system innovations. Q4 discusses social perspectives on entrepreneurial ventures.

(4) The teaching consists of lectures, case analyses, study visits, readings, group presentations, experimental group and individual exercises (studio pedagogy).

(5) The below table lists the structure of the programme and the ECTS credits of the individual courses (30 ECTS per semester). The course descriptions are available in the online course catalogue. Direct links are inserted in the below table.

1st year, autumn semester

Course	ECTS
Entrepreneurship and Innovation in Context	7.5
Business: Concepts and Prototypes	7.5

Course	ECTS
Strategic Management and Innovation	7.5
Entrepreneurial Processes	7.5

1st year, spring semester

Course	ECTS
The Art of Innovation	7.5
Organizing Growth	7.5
Social Innovation and Entrepreneurship	7.5
Making Social Science Matter	7.5

2nd year, autumn semester

Course	ECTS
Electives	30

2nd year, spring semester

Course	ECTS
Master's Thesis	30

Total: 120 ECTS

Master’s thesis

4A. The master's (candidatus) thesis must document skills in applying scientific theories and methodologies to a clearly defined academic topic. The thesis must be placed at the second year of study of the master’s candidatus programme.

(2) The Programme Director, or the person the Programme Director has empowered to do so, approves the research question of the master’s thesis and at the same time determines a submission deadline for the thesis, see subsection (3), and a plan for the thesis supervision. The deadline for submitting the thesis contract is 15 November in the student’s 3rd semester, by submission of the thesis contract; see however section 14(3). See also section 19(7).

(3) The deadline for submitting the thesis is 15 May in the student’s 4th semester, and it is not possible to withdraw from the exam once the thesis contract has been approved. If the student does not submit within the deadline, the student has used one examination attempt, unless a dispensation has been granted under section 14(7).

(4) If the student does not submit the thesis within the time frame specified in subsection (3), the Programme Director, or the person the Programme Director has empowered to do so, approves a modified problem formulation within the same field and lays down a new three-month deadline for submission at the same time. If the student does not submit the thesis by the new deadline, the student may be granted a third examination attempt, see the Examination Order, in accordance with the same rules which applied to the second examination attempt.

(5) The rules in subsection (4) also apply for a master’s thesis for which the student has not obtained at least the grade 02, see the Grading Scale Order.

(6) The thesis block consists of the preparation of a written Master's thesis for the purpose of testing the student's ability for in-depth studies of academic areas and independent description, analysis and processing of a complex issue at Master's level.

(7) The student chooses the topic of the Master's thesis within the overall topic and academic profile of the programme concentration. In extraordinary cases the Study Board may approve a deviation from this rule.

(8) The Master's thesis must be written and handed in in English and the standard is that the oral exam is in English as well.

Elective courses/internship

4B. The elective course block on the 3rd semester consists of two-four courses selected from within or out-side of therogramme's academic area, cf. however (5). Elective courses are organized into two types:

a.Elective courses for which examinations are held on the MSoc.Sc. programme at CBS: These may be electives that build on concentration courses, thus offering the opportunity for further in-depth studies into the overall topic of the programme concentration (so-called progression courses, which are only available to students enrolled on the programme concentration), or regular elective courses that offer insight into different areas than the concentration-specific courses.

b.Elective courses for which the student receives credit based on an examination passed at one of the other Master's programmes at CBS or another institution of higher education in Denmark or abroad: Credit transfer is approved by the Study Board subject to an assessment of the overall scope and level of the programme. The Study Board provides more detailed rules on the procedure of advance approval of elective courses for which students wish to receive credit transfer.

(2) The elective courses listed in (1) a. are usually offered by the programme concentrations or by CBS Departments. Electives may also be organized on the initiative of a group of students (study groups). The setting up of study groups is subject to approval by the Study Board and requires that an appropriate number of students wants to take part in the group, that an instructor takes responsibility for the activities of the group, and that the programme have sufficient resources to accommodate the study group. Study groups may be approved with a reduced resource allocation.

(3) For each academic year, the Study Board will decide which of the elective courses mentioned in (1) a. will be offered. The decision on which courses are offered is made on the basis of the number of students registered for the course, the academic profile of the programme and the programme concentration, and allocated teaching resources. In that connection, the Study Board will determine the number of direct teaching hours for each course.

(4) Instead of the examination in elective courses, students can choose to submit an individual take-home written assignment (a term paper) - unless it specific says in the course description that a term paper is not a opportunity. However, students may submit no more than one term paper. Students can choose to write a term paper to substitute either one or two elective courses, although any two courses may only total a maximum of 15 ECTS. If the term paper substitutes two courses (a double term paper), the grade awarded will count as the grade for both courses and therefore be counted twice when calculating the grade point average. Term papers can only be written individually. The Study Board determines in detail the guidelines regarding curriculum and maximum number of pages of the Term paper. The guidelines can be found on my.cbs.

(5) The Study Board may approve that students in connection with Project-oriented Internship /Anthropological field study hand in a report . The internship covers 15 ECTS. The curriculum of the report must be different from the curriculum of the Programme's first year and this must be certified by the Internship coordinator of the relevant Programme. Moreover, the Internship coordinator must approve of the Project-oriented Internship/ Anthrolopical field study as well as the subject of the report. The Study Board determines in detail the guidelines regarding curriculum and maximum number of pages of the Term paper as well as the conduction of the Project-oriented internship/ Anthropological field study.Guidelines can be found on my.cbs.

(6) The Study Board may approve that students can write a "Free paper" of 7,5 ECTS. The free paper can only be approved if all mandatory courses are passed, and if the student has not already written a term paper on an electives course. The student must locate a supervisor who can approve the theory and methodology applied, as well as the problem statement. Further information is stated in the course catalogue.

Exam name	Exam form	Gradingscale	Internal/external exam	ECTS
Project-oriented internship/anthropological field study	Home assignment - written product	7-point grading scale	Internal exam	15
Open problem-oriented asssignment in social science	Home assignment - written product	7-point grading scale	Internal exam	7.5

Examinations

5. The programme consists of the examinations listed below. The learning objectives and the regulations of the individual examinations are prescribed in the online course catalogue. Direct links to the individual examinations are inserted in the table below.

1st year, autumn semester

Exam name	Exam form	Gradingscale	Internal/external exam	ECTS
Entrepreneurship and Innovation in Context	Written sit-in exam on CBS' computers	7-point grading scale	Internal exam	7.5
Business: Concepts and Prototypes	Home assignment - written product	7-point grading scale	Internal exam	7.5
Strategic Management and Innovation	Written sit-in exam on CBS' computers	7-point grading scale	Internal exam	7.5
Entrepreneurial Processes	Home assignment - written product	7-point grading scale	Internal exam	7.5

1st year, spring semester

Exam name	Exam form	Gradingscale	Internal/external exam	ECTS
The Art of Innovation	Home assignment - written product	7-point grading scale	Internal exam	7.5
Organizing Growth	Oral exam based on written product	7-point grading scale	External exam	7.5
Social Innovation and Entrepreneurship	Home assignment - written product	7-point grading scale	Internal exam	7.5
Making Social Science Matter	Oral exam based on written product	7-point grading scale	External exam	7.5

2nd year, autumn semester

Exam name	Exam form	Gradingscale	Internal/external exam	ECTS
Electives	See course description	See course description	See course description	30

2nd year, spring semester

Exam name	Exam form	Gradingscale	Internal/external exam	ECTS
Master's Thesis	Oral exam based on written product	7-point grading scale	External exam	30

Total: 120 ECTS

Prerequisites for registering for the exam – compulsory activities

5A. The following courses have compulsory assignments or other compulsory activities, see section 13. Further specifications and regulations are listed in the relevant course description in the online course catalogue, see the below link(s).

Course	Number of mandatory activities
Business: Concepts and Prototypes	1
Entrepreneurial Processes	1
Social Innovation and Entrepreneurship	1

Body of external examiners

6. This degree programme is covered by the body of external examiners for the business administration programmes.

Pass requirements

7.The general pass requirements are stipulated in section 26.

8.-10. (Not in use.)

Part 2: General regulations for master's (candidatus) programmes

11. The teaching is organised in a collaboration between the Programme Director, the course coordinators and the teachers. The Study Board approves the organisation of the teaching.

Examination language
12. Examinations are conducted in English; see however subsection (2).

(2) If a course has been taught in a language other than English, the examination is conducted in that language.

(3) The Study Board may decide to deviate from the rules stipulated in subsections (1)-(2), except when documenting the student's skills in a specific other language is part of the objective of the examination.

(4) The provisions in subsections (1)-(2) apply to oral and written sit-in examinations and to all types of written take-home assignments (seminar papers, projects etc.) subject to assessment.

Prerequisites for participating in the exam: compulsory activities

13. Besides the examinations listed in section 5, which are included in the final grade point average, on some courses there are one or more compulsory activities. That means that as part of the teaching, one or more written assignments must be submitted and/or one or more oral presentations or other compulsory activities must be carried out. In order for students to participate in the final examination of the course in question, it is a condition that, within a set deadline, the required number of compulsory activities have been submitted/carried out and have been approved by the teacher. What is evaluated is the student's effort; i.e. whether the student has made a try at solving/answering the assignment or has participated in the activity. A blank or irrelevant submission is not regarded as having participated in the activity. Students who do not fulfil the requirements for participating in the examination have used an examination attempt, see section 14(6). Further specifications regarding the number of compulsory activities, format etc. are stated in the course description of the individual course.

(2) A student who, within the deadline determined under subsection (1), is short on having one or more activities approved as regards the required number of approved activities in the course may, to a reasonable extent, be given one or more extra assignments/participate in one or more extra activities, prior to the ordinary examination (1st examination attempt) in the final examination in the course, see however subsection (3). However, it is a precondition that the student has participated in all set activities, unless it can be documented that lack of submission/participation was caused by illness or similar circumstances. If necessary for practical reasons, a different type of activity may be decided.

(3) In courses where the number of set activities during the teaching period is higher than the number of activities that are required to be approved (x number of y number set activities must be approved), the student may not be given extra assignments/participate in extra activities prior to the ordinary examination in the final examination in the course; this also applies in cases of illness or similar circumstances.

(4) A student who, prior to the re-exam (2nd examination attempt) in the final examination in the course, is still short on having one or more activities approved as regards the required number of

approved activities in the course may, to a reasonable extent, be given extra assignments/participate in extra activities prior to the re-take examination. However, it is a precondition that the student has participated in all set activities, unless it can be documented that lack of submission/participation was caused by illness or similar circumstances. Further specifications regarding the number of compulsory activities, format etc. are stated in the course description of the individual course.

(5) For a student who is to participate in a re-exam under programme regulations which are entered into force after the first time the student was registered for the course in question, the student shall not be subject to any new requirements about compulsory activites resulting from the newer programme regulations.

Registration for and withdrawal from courses and exams

14. CBS registers the student for the 60 ECTS comprising the coming year of study, and in addition CBS makes a semestrial registration for the student to any not completed courses from previous years of study.

(2) The students register for electives via the Self Service. Students not registered for mandatory courses and electives for a total of minimum 60 ECTS in a year of study, must register for electives, including summer school courses, corresponding to the lacking ECTS in the coming year of study, resulting in the student being registered for a minimum of 60 ECTS in the coming year of study.

(3) If the registration made under subsection (1) is more than 60 ECTS for the student's second year of study, the student may withdraw from elective courses, so that the student is registered for no more than a total of 60 ECTS, or the student may apply for an individual study plan.

(4) The student can be deregistered from one or more courses or course elements where 1) the students is an elite athlete, or where 2) there are extraordinary circumstances, including impairment, and where the student will be unable to fulfil the registration requirement, or where 3) the student is an entrepreneur, see section 18, or where 4) the student is the chairperson of a voluntary organisation under *Dansk Ungdoms Fællesråd (DUF)* and where the student will be unable to fulfil the registration requirement. Deadlines for submitting dispensation applications are determined on the student intranet.

(5) When selecting students for elective courses, a draw is made among the students who fulfil the conditions for taking the elective course in question if there are more applicants for the course than there are available places. For certain electives the selection is not made by lot, but on the basis of a motivational essay; this will be stated on the list with the offered electives on cbs.dk.

(6) Students are automatically registered for an examination or examinations when they are registered for a course or course element with which one or more examinations are associated. Withdrawal from the ordinary exam (1st examination attempt) is not possible, and students have used an examination attempt, see section 27(1), unless an exemption has been granted pursuant to subsection (7). Students who do not fulfil the requirements for participating in the examination as laid down by the university, see section 13(1), have used an examination attempt, see section 27(1), unless an exemption has been granted pursuant to subsection (7).

(7) The university may grant exemptions from the rules set out in subsection (6) where 1) the students is an elite athlete, or where 2) there are extraordinary circumstances, including impairment, or where 3) the student is an entrepreneur, see section 18, or where 4) the student is the chairperson

of a voluntary organisation under *Dansk Ungdoms Fællesråd (DUF)*, see the University Programme Order. Deadlines for submitting dispensation applications are determined on the student intranet.

(8) When a student has used one or more exam attempts in a mandatory course, the student cannot deregister from the course, see s. 12() of the University Programme Order.

(9) The university may grant an exemption to the rule stipulated in subsection (8) if warranted by extraordinary circumstances. When assessing whether extraordinary circumstances apply, none of these circumstances can be taken into consideration: prolongation of the period of study; academic aptitude; and the student's desires as regards the academic content of the degree programme. In addition, in order for an exemption to be granted, the extraordinary circumstance must be both directly linked to the course in question and, over a longer period of time, be preventing the student from completing the mandatory course.

(10) When a student has used one or more exam attempts in an elective course, the student cannot deregister from the course, see s. 13(1) of the University Programme.

(11) The university may grant an exemption to the rule stipulated in subsection (10) if warranted by extraordinary circumstances. When assessing whether extraordinary circumstances apply, none of these circumstances can be taken into consideration: prolongation of the period of study; academic aptitude; and the student's desires as regards the academic content of the degree programme. In addition, in order for an exemption to be granted, the extraordinary circumstance must be both directly linked to the course in question and, over a longer period of time, be preventing the student from completing the elective course.

Re-exams

15. Students are automatically registered for the re-exam (2nd and 3rd examination attempt) when the student has not passed the exam in question. Within a deadline, the student can withdraw from a re-exam (2nd and 3rd examination attempt), see subsection (5). However, it is not possible to withdraw from the 2nd and 3rd examination attempt as regards the master's thesis. If the student has not withdrawn within the deadline, the student has used and examination attempt, see section 27(1).

(2) On programmes with two annual examination periods (semester examinations), students who have not passed an ordinary examination are automatically registered for the re-exam (2nd examination attempt) in the same examination period or immediately thereafter.

(3) On programmes with more examination periods than in subsection (2), students who have not passed an ordinary examination are automatically registered for the re-exam (2nd examination attempt), which will be held as soon as possible; however, no later than six months after the ordinary examination.

(4) The rules on automatic registration for a re-exam (2nd examination attempt) are dispensed with if the student is not offered the opportunity to fulfil the requirements laid down pursuant to section 13(1) and (3) before the second examination attempt is held. The student is registered for the next examination attempt as soon as possible.

(5) The deadline for withdrawal from an examination is 1 month before the start of the examination in question. However, a student who awaits an assessment is exempt from this deadline as regards the re-exam of the course in question.

(6) For the requirements regarding documentation etc. concerning illness during an examination, reference is made to CBS' rules regarding illness in connection with an examination. Attention must be paid to the documentation deadline stated in those rules.

(7) Re-exams are subject to the learning objectives of the ordinary examination of the examination in question.

(8) Re-exams are conducted according to the examination regulations of the ordinary examination of the examination in question, except when:

1. the examination regulations for the examination in question explicitly contain differing provisions for the re-exam, or
2. it is a written examination and the number of registered candidates for the re-exam warrants that it may most appropriately be held as an oral examination.

(9) It is not possible to determine another examination form for the re-exam of the master's thesis.

Study start test

16. The student must pass the study start test in order to continue on the programme. An online-course will be available prior to the study start test, and the student will be able to take the online-course as many times as needed. The purpose of the study start test and the online course is to make the students acquainted with academic integrity and provide them with an introduction to source management and correct referencing. In order to pass the study start test, the student must show that he/she knows the rules on academic conduct.

(2) The study start test is held within the first to 2 months from the beginning of the programme. The study start test is a multiple-choice test, and the student has 2 attempts to pass the exam. The re-take will be held within the first 3 months from the beginning of the programme and is also a multiple-choice test.

(3) The student is automatically registered for the study start test. If the student does not participate in the exam, he/she fails the exam and has used one attempt. If a student fails the study start test, he/she will be able to participate in the re-take. If the student does not participate in the re-take, he/she has used one attempt. If the study start test is not passed after 2 attempts, the university will cancel the student's enrolment.

(4) The university may grant exemptions from subsection (1) and (2) when warranted by extraordinay circumstances.

Extraordinary re-exams and offers of re-assessment/re-exam

17. If an extraordinary re-examination is arranged or offered in accordance with section 30 of the Examination Order (regarding examination irregularities) or the offer of a re-evaluation/re-examination is given in accordance with section 38 or 41 of the Examination Order (regarding complaints about the exam), the re-examination is subject to the learning objectives of the ordinary examination of the examination in question.

(2) Examinations under subsection 1 can be conducted in accordance with the regulations of the re-exam if the examination is an offer of an extraordinary re-exam.

Entrepreneurs

18. Students who are entrepreneurs in parallel with their studies must document that they are either self-employed with a turnover and productive assets or are part of an entrepreneurial environment, e.g. university incubators and regional growth environments, cf. section 14 (2) of the University Programme Order.

(2) A student who has a registered CVR number in a start-up company with relevance for the student's studies or is able to document that he/she has been enrolled in one of the programmes which are offered by Copenhagen School of Entrepreneurship (CSE) or the like is considered an entrepreneur under subsection (1). The student must follow the registered entrepreneurship programme in accordance with the continuous requirements of the programme.

Examination forms

19. Examinations are organised as individual examinations or as group examinations. The specific examination form of a given examination, including whether it is an individual or a group examination, or a mixture of the two, is stated in the relevant course description, see links in section 5.

(2) At both individual and group examinations the student's individual performance must be assessed, and grading must be individual, see subsections (3)-(4).

(3) At oral group examinations the individual student must be examined in such a way that it is ensured that the student's individual performance is assessed.

(4) If a written product is produced by more than one student, and if there is no oral defence of the product, it must be stated in the group product which parts of the product the individual student has written, so that individual assessments can be made of the individual students' performances. It must be stated both in the table of contents and at the introduction of the parts of the product which the individual student is responsible for. The individual student's student number is to be noted, not the student's name. The introduction, the problem statement, methodology sections, and the conclusion – including any subconclusions – can be written jointly. If it within the given exam format makes sense to write other relevant sub-elements of the assignment jointly, it must be described in the exam regulations in the course description for the course.

(5) For group examinations, see subsection (1), rules about those of the following factors that are relevant for the examination form in question must be stated in the regulations of the individual examination:

1. maximum group size
2. the allotted time at the oral examination – see subsection (3)
3. requirements regarding individual contributions – see subsection (4).

(6) Where it is stipulated in the regulations of a given examination that it is a group examination, it is stated in the course description if the students can choose to take the examination as an individual examination instead, see however subsection (7). When the examination in question contains both a written and an oral part, both parts must then be taken as an individual examination.

(7) The student can choose to write the master's thesis individually. When the master's thesis has been made by a group, the student can choose to have an individual oral exam.

(8) When it is an oral exam based on a written product, the following applies to all variations:

1. Submission of the written product is a requirement to be able to attend the oral examination.
2. Both the written product and the oral presentation count in the assessment.
3. The assessment is an overall evaluation of the written product and the oral presentation.

(9) If the written element is of a limited extent and only serves as a basis for a broader oral examination in the syllabus (e.g. as at an oral exam based on a synopsis) it will usually be the oral element that constitutes the central basis of the evaluation. The written element will usually only have a marginal effect on the grade.

(10) If the written element clearly constitutes a greater part of the effort, and is therefore the element most central in achieving the learning objectives for this exam (e.g. as a final written exam with oral defense), it will usually be this element that constitutes the central basis of the evaluation. The oral element will usually only have a marginal effect on the grade.

Examination rules

20. All students have an obligation to familiarise themselves with and to observe the examination rules of the examinations which they participate in, including the general rules that apply to the individual examination. Those rules are in particular:

- The examination rules, as stipulated in the relevant course description, see links in section 5.
- *Rules about written sit-in examinations at CBS, including rules about electronic aids*, see section 21(3).
- *Rules about online oral exams*
- Rules on good academic conduct, see section 4 of *Copenhagen Business School's rules and regulations on academic conduct, including penalties*.

(2) Audio and video recordings of an examination or of the examiners' discussion of a student's performance are not allowed, unless such recordings are considered an integral part of the examination process. Such recordings will then be made by CBS.

(3) It is stipulated in the examination regulations of the individual examination what the maximum number of pages is for a given written product. This pertains to the examination forms written home assignment and oral exam based on a written product. In addition, the following applies for the written product with these two examination forms:

1. In the page count the front page, the bibliography and any appendices are not included. Appendices are not part of the assessment.
2. All pages must have a margin of min. 3 cm in top and bottom and min. 2 cm to each of the sides. The font must be minimum 11 points.
3. The table of contents, tables, diagrams, illustrations etc. are not included in the number of characters, but will not justify exceeding the maximum number of pages.
4. On average, one page must not contain more than 2,275 characters (including spaces).

(4) Upon digital submission the student declares that the submitted product complies with the rules for good academic conduct, form requirements and maximum size, via a digital declaration of authorship.

(5) Any violation of rules and regulations under subsections (1)-(2) will be sanctioned in accordance with *Copenhagen Business School's rules and regulations on academic conduct, including penalties.*

(6) Violation of form or layout requirements stipulated in subsection (3)-(4) or form requirements laid down under section 19(4) may result in a rejection of the exam paper, see section 22 of the Examination Order. If the exam paper is rejected, it will not be assessed, and the student will have used an exam attempt.

Examination aids

21. The examination aids that students are allowed to bring with them to written sit-in examinations are specified in the examination regulations of the individual examination/course.

(2) Unless otherwise stated in the examination regulations, see subsection (1), no examination aids, whether written or technical, are allowed in the examination room, except simple writing and drawing utensils.

(3) In cases where the examination regulations, see subsection (1), stipulate that electronic aids can be brought to the examination room, the provisions stipulated in *Rules about written sit-in examinations at CBS, including rules about electronic aids* apply.

Examinations under special circumstances

22. The Study Board may decide to deviate from the examination regulations stipulated for the individual examination with the purpose of allowing students with special needs to sit examinations under special circumstances. Such exemption can be granted to students who are physically or mentally disabled, to students whose mother tongue is not Danish, and to students who have similar difficulties when this is considered necessary in order to place them on even terms with their fellow students in the examination situation. It is a condition that it does not change the academic level of the examination.

(2) When it is stipulated in the objectives of the examination in question that the student's spelling and writing skills are included in the assessment, the Study Board may grant exemption from this to a student who is able to document a relevant and specific impairment.

(3) Students who wish to apply for permission to sit an exam under special circumstances according to subsection (1) or apply for an exemption according to subsection (2) must submit an application via dispensation.cbs.dk. no later than 2 months before the exam is to take place.

Conducting virtual examinations and examinations abroad

23. The university may conduct oral exams as virtual examinations.

(2) The Programme Director decides, when warranted by special extraordinary circumstances, whether - an oral exam can be conducted as an online oral exam.

(3) When an examination is conducted as a virtual exam CBS' rules about online oral exams apply.

23a. The university may conduct examinations at a Danish representation or at other locations abroad, provided the reason for doing so is that the student is unable to participate in the university's examinations in Denmark for practical or financial reasons and if the student and the exam location

reach an appropriate agreement. Danish examinations held abroad must comply with all the other rules laid down in the Examination Order.

(2) The Programme Director decides whether the examination can be conducted abroad and appoints or approves persons to organise the practical aspects of conducting the examination abroad.

(3) The university defrays the special costs associated with conducting examinations abroad.

(4) The Ministerial Order on Payment for the Services of Civil Servants Serving Abroad (Bekendtgørelse om betaling for tjenestehandlinger i udenrigstjenesten) applies to conducting examinations at Danish representations abroad.

(5) The university may ask the student to pay part or all of the costs incurred by the university to conduct the examination abroad. However, it is a condition that the student confirms in writing in advance his or her willingness to pay the costs in question, on the basis of an estimate made by the university of the expected costs. The university may make it a condition for conducting the examination that the amount is paid in advance.

(6) When an examination is conducted abroad, the conditions and regulations in CBS' guidelines for examinations conducted abroad apply.

Assessment

24. Examinations are either internal or external:

- Internal examinations are assessed by one or more teachers (internal examiners) appointed by CBS from among the teachers at the university or from other universities that offer the same or similar study programmes.
- External examinations are assessed by one or more internal examiners and one external examiner (in Danish: censor) appointed by the Danish Agency for Higher Education and Science.

(2) It is stipulated in the exam regulations of the individual examination whether it is an internal or an external examination, see link in section 5.

(3) Assessment of the examinations is carried out in accordance with the Grading Scale Order.

(4) Compulsory assignments and class participation, see section 13, are assessed by the teacher(s) of the specific course. The assessment type 'Approved/Not approved' is used.

Announcement of results

25. In connection with examinations where the result is not announced immediately after the examination, the result must be announced within 4 weeks after the examination has been held, see however subsection (2). The month of July is not included in the calculation of these 4 weeks.

(2) In connection with bachelor projects, master's (candidatus) theses and master's projects, the result must be announced no later than 6 weeks after the project/thesis has been submitted.

(3) When special circumstances warrant it, the Programme Director can set aside the deadlines stipulated in subsections (1) and (2). If the assessment cannot be completed by the fixed deadline,

the student(s) must be notified as soon as possible and be informed about the reason for the delay and when the result will be announced.

Pass requirements

26. Each examination must be passed separately. An examination shall be passed when the student achieves a grade of at least 02 or the assessment ‘Pass’.

(2) Each examination can be retaken separately. However, passed examinations cannot be retaken.

(3) If a grade consists of several partial grades for various categories of performance (partial examinations), the grade shall be the average of the partial grades, rounded off to the nearest grade on the grading scale, see however subsection (4). The grade shall be rounded up if the average is half-way between two grades.

(4) If the partial grades are given different weights when the combined grade is to be calculated, this is stipulated in the exam overview in section 5. If so, the grade shall be the sum of the individual grades, each multiplied by the weighting of the grade, divided by the sum of the weightings and then rounded off to the nearest grade on the grading scale. The grade shall be rounded up if the average is half-way between two grades.

(5) If an examination consists of partial examinations, each partial examination can be retaken separately. However, passed partial examinations and not-passed partial examinations that are part of a passed examination cannot be retaken.

(6) Any requirements about a certain grade on the grading scale being required as achieved in one or more partial examinations are stipulated in section7.

(7) If an elective course has partial exams, the pass requirements for the specific elective course apply.

(8) The calculation of the overall grade point average is based on the weights of the individual grades, which are listed in the table in section 5.

(9) If a student retakes an examination or another type of assessment, the highest grade applies – see however section 42 of the Examination Order.

27. Students have a maximum of three attempts in passing each examination, see however subsection (2). The Study Board may grant more attempts, if warranted by extraordinary circumstances. The question of academic aptitude may not be included when assessing whether extraordinary circumstances apply.

(2) No later than 16 months after the end of the teaching of the course, the student must participate in the third examination attempt if the course is no longer offered. If the course is offered each semester, the deadline for completing the course is 10 months after the end of the teaching of the course.

(3) Students who are to have their class participation assessed a second time may require an examination instead. However, where class participation includes practical exercises, it cannot be replaced by an examination.

Diploma

28. CBS issues a diploma to students who have completed their study programme, in accordance with the requirements stipulated in section 51 of the Examination Order. The diploma is issued to the graduate no later than 2 months after the announcement of the result of the final examination. July is not included in the calculation of these 2 months.

(2) Students who leave the programme without having completed it are entitled to receive a transcript documenting the completed parts of the programme, with the relevant number of ECTS credits stated.

Leave

29. A student may be granted leave from the programme on personal grounds. The specific rules for obtaining leave and the provisions that apply to students while on leave are stipulated in CBS' *Rules regarding leave on bachelor and master programmes at CBS*.

Programme regulations

30. The programme regulations and various regulations etc. referred to in this document are publicly available on CBS' website, more specifically on studieordninger.cbs.dk and in the study administrative rules (SAR).

Exemption from the programme regulations

31. The university may, when warranted by extraordinary circumstances, grant exemptions from those rules in the programme regulations which are solely laid down by the university.

(2) An exemption from the programme regulations that requires an exemption from a ministerial order may be brought before the Danish Agency for Higher Education and Science.

Credit transfer

32. Programme elements passed at another university are regarded as equivalent to corresponding programme elements covered by these programme regulations.

(2) The Study Board may grant approval for students to substitute passed programme elements from another Danish or foreign programme of the same level, for programme elements covered by these regulations.

(3) Decisions under subsections (1) and (2) are made on the basis of a professional assessment.

33. Students who, as part of their studies, wish to complete programme elements at another university or another institution of higher education in Denmark or abroad may apply to their home university for pre-approved credit transfer for planned programme elements.

(2) Approval of pre-approved credit transfer pursuant to subsection (1) may only be granted if, in connection with the application for preapproved credit transfer, the student undertakes to submit to the home university the necessary documentation to show whether the programme elements have been passed or failed upon completion of the programme elements for which pre-approved credit transfer has been granted. Students must also consent to the home university requesting the

necessary information from the host institution if students are unable to procure the documentation themselves.

(3) Once documentation is available that the student has passed the programme elements for which pre-approved credit transfer has been granted, the home university administratively approves the transfer of the credit to the relevant programme at the university.

(4) In cases where the programme elements for which pre-approved credit transfer has been granted are, for example, not offered by the host institution, the university may, upon the student's request, change the approval of pre-approved credit transfer pursuant to subsection (1). The student is responsible for and is obliged to take the initiative to compose a proposal for a study plan. The university offers academic support if requested by the student. In special cases, the chair of the Study Board may approve changes to the Study Board’s decisions about pre-approved credit transfer.

(5) Decisions under subsections (1) and (4) are made on the basis of a professional assessment.

(6) Credit transfer of Master theses is not possible when the thesis is the basis of the awarding of a different title in another Master programme.

34. Programme elements which students wish to have transferred from other programmes will be transferred on the basis of the normalised workload specified in ECTS points and stipulated in the relevant degree regulations. Due to the structure of the programme, discrepancies may occur between the equivalent number of ECTS credits and the actual amount of ECTS transferred, as the number of ECTS credits for the programme must total the number of ECTS credits stated in section 1(1).

(2) If the programme element in question is assessed according to the 7-point grading scale or the 13-point grading scale at the academic institution at which the examination was taken, and if this programme element equates or replaces a programme element which according to the exam regulations of these study regulations is assessed according to the 7-point scale or the 13-point scale, the grade will be transferable, but converted into the 7-point scale if assessed according to the 13-point scale. In all other cases, the assessment will be transferred as ‘Pass’. Examinations transferred as ‘Pass’ are not included in the calculation of the final grade point average.

35. Applications for pre-approval or credit transfer must be sent to the Study Board via credit.cbs.dk. See guidance on credit transfer applications on the student intranet.

(2) Concerning complaints about credit transfer decisions, see part 3.

Part 3: Complaints

Complaints about examinations etc.

36. A student is entitled to file a complaint about an examination or other assessment. Concerning the specific rules and procedures, including deadlines, for filing written and reasoned complaints reference is made to the rules in part 9 of the Examination Order and to CBS' guidelines on CBS' student intranet.

Complaints about decisions concerning credit transfer

37. Complaints about decisions made by the Study Board on whether education qualifications acquired at another Danish University may replace parts of the programme (credit transfer) as well as complaints about the decisions made by the Study Board on whether Danish or foreign education qualifications, not yet passed, may replace parts of the programme (pre-approval of credit transfer), may be brought before the Appeals Board for decisions on credit transfer, see Ministerial Order no. 1517 of 16 December 2013 on the Appeals Board for decisions on credit transfer in university study programmes.

(2) The deadline for filing a complaint is 2 weeks from the date when the complainant was informed of the decision. The complaint must be addressed to the Appeals Board for decisions on credit transfer but sent to the President of CBS; the reasoned complaint should be sent to CBS Legal, Solbjerg Plads 3, 2000 Frederiksberg. It is also possible to send the complaint to: legal@cbs.dk. CBS has the option to process the application again. If the decision is upheld, CBS will forward the complaint to the Appeals Board, accompanied by a statement. CBS will give the complainant the opportunity to comment on the statement within a time limit of 1 week. The complainant's comments, if any, will be enclosed when the complaint is forwarded to the Appeals Board. The Appeals Board will make the final administrative decision.

38. Complaints about decisions made by the Study Board on whether education qualifications acquired abroad may replace parts of the programme (credit transfer) may be brought before the Qualifications Board, see Assessment of Foreign Qualifications etc. Act.

(2) The deadline for filing a complaint is 4 weeks from the date when the complainant was informed of the decision. The complaint must be addressed to the Appeals Board for decisions on credit transfer but sent to the President of CBS; the reasoned complaint should be sent to CBS Legal, Solbjerg Plads 3, 2000 Frederiksberg. It is also possible to send the complaint to: legal@cbs.dk. CBS has the option to process the application again. If the decision is upheld, CBS will forward the complaint to the Qualifications Board, accompanied by a statement. CBS will give the complainant the opportunity to comment on the statement, within a time limit of 1 week. The complainant's comments, if any, will be enclosed when the complaint is forwarded to the Qualifications Board. The Qualifications Board will make the final administrative decision.

Complaints about other decisions

39. Complaints about decisions made by the Study Board or the Programme Director according to these programme regulations have to be filed with the President of CBS. The deadline for filing a complaint is 2 weeks from the date when the complainant was informed of the decision.

(2) A decision made by CBS according to subsection (1) may be appealed by the complainant to the Danish Agency for Higher Education and Science when the complaint is concerned with an error of

law or procedure. The deadline for lodging an appeal is 2 weeks from the date when the complainant was informed of the decision. The reasoned appeal should be addressed to the agency but sent to CBS Legal, Solbjerg Plads 3, 2000 Frederiksberg. It is also possible to send the complaint to: legal@cbs.dk. CBS will forward the appeal to the agency, accompanied by a statement. CBS will give the complainant the opportunity to comment on the statement, with a time limit of at least 1 week. The complainant's comments, if any, will be enclosed with the other case files when the appeal is forwarded to the agency.

(3) Moreover, students are referred to CBS' Guidelines regarding students' right to file a complaint about decisions made by study boards, programme directors and programme administration.

Complaints about the teaching etc.

40. Complaints about the teaching, academic supervision or other issues concerning the organisation of the degree programme can be brought before the Study Board.

Commencement and transition regulations

41. These Programme Regulations are effective for students enrolled on the programme in September 2022 or later, and for students who are transferred to these Programme Regulations, see section 42.

(2) The 2021 Programme Regulations are repealed as of 1 September 2022.

42. Students who began their studies under the 2021 Programme Regulations or according to the transition regulations in those regulations were transferred to the 2021 regulations are transferred to these 2022 Programme Regulations, so that these are effective for the remainder of the programme.

Appendix

Competency profile in Organizational Innovation and Entrepreneurship (OIE)

Purpose and academic profile

The purpose of the MSoc.Sc. in Organizational Innovation and Entrepreneurship (OIE) is to develop students' knowledge, skills and competencies to enable them to act as innovators and entrepreneurs primarily in the context of organizations, as well as analyze the conditions for innovation and entrepreneurship in different contexts.

The OIE program builds on a learning philosophy that combines theoretical-analytical skills with practice-oriented applications. The required course program combines (i) lectures and case discussions within a reflective pedagogical mode with (ii) activity-based and problem-oriented studio courses following an experiential learning process in facilitated groups. While the lecture courses offer a broad range of theoretical perspectives on the phenomenon of organizational innovation and entrepreneurship, the studio courses offer theoretical knowledge and practical experience of the life cycle of entrepreneurial organizations.

The OIE program is team-, case- and practice-oriented and aims at qualifying graduates to assume the responsibilities of assisting, coordinating and leading projects within organizational innovation and entrepreneurship as well as to build and lead organizational, managerial and leadership competencies within these fields. The program qualifies graduates for taking on positions within a wide range of both traditional and more experimental positions across the private, public and non-profit sectors. Examples hereof could be: Start-ups (as founder or employee); Idea and business development (such as incubators, accelerators, corporate venturing); organizational development and change management; Innovation departments (best-practice development, leadership and creativity development etc.); Management Consultancy; and Analyst and project management positions.

Knowledge and skills. Upon graduation, the candidates possess:

- Deep theoretical and practical understanding of organizational innovation and entrepreneurship in different contexts based on knowledge from innovation (including art, aesthetics, design, creativity as well as corporate innovation), entrepreneurship (including intrapreneurship, social entrepreneurship and corporate entrepreneurship), management and organization (including innovation management, strategy and leadership).
- Extensive knowledge of qualitative methodology, methods, and human-centered methodology.

- Ability to analyze, promote and organize organizational innovation and entrepreneurship, as well as analyze and organize the conditions for innovation and entrepreneurship in different contexts.
- Ability to analyze, develop and make creative use of dynamic and heterogeneous (i.e. multidisciplinary and multicultural) teams.
- An ability to develop and lead entrepreneurial processes, including social innovation and entrepreneurship.
- Ability to independently, as well as in teams, apply concepts and methods in complex real-world case studies focused on processes of entrepreneurship (entrepreneurial value creation), innovation and organizational creativity.
- Ability to independently, as well as in teams, apply theories and methodologies of entrepreneurship, innovation and human centred approaches to address and provide potential solutions to societal challenges.
- Ability to write and communicate with academic rigor so as to become skilled in analyzing and presenting complex problems in a clear, logically well-structured, and convincing manner.

Competencies. Upon graduation, the candidates possess:

- Analytical competencies, which allow the graduates to identify and analyze contextual factors shaping entrepreneurship and innovation and to discuss adequate solutions for problems/challenges that emerge in those settings. Graduates acquire theoretical knowledge and methodological awareness that allow them to practice-relevant business analysis, informed decision-making and better actions.

- Communicative competencies, which allow the graduates to argue for, promote, and communicate entrepreneurial/innovative ideas to different audiences, through written, verbal and visual communication styles. They can present and discuss entrepreneurial dilemma situations and challenges of promoting radically new innovations supported by different medias and to promote medium- and long-term plans for development. Graduates probe and perfect their presentation skills individually and in teams, which allows them to become both a persuasive speaker as well as an empathetic listener. The OIE program’s focus on collaborative processes, as well as the international and diverse student profiles, allow graduates to become experts in communicating with colleagues and audiences that have different social and educational backgrounds than their own.

- Organizational competencies, which allows the graduates to understand the organizational conditions under which innovation and entrepreneurship take place (i.e determine steps to take an idea into viable business). This involves a clear understanding of governance issues (i.e. organizational politics, governance, power-relations and the role of informal decision-making), ability to analyse and work with risk, uncertainty and ambiguity, collaborative competences (i.e. participating in, managing and leading heterogeneous groups) as well as a deep understanding of the local as well as global contexts that entrepreneurial processes and organizations are embedded in, with a special focus on social and environmental challenges.