Digital4Business

Study and Examination Regulations for the Post-Graduate Certificate (PCG) and inherent Micro-Credentials

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Study and Examination Regulations

Joint Post-Graduate Certificate in Advanced Digital Technologies for Business and inherent Micro-Credentials

About the Digital4Business Project

The DIGITAL4Business European Master's Programme aims to design and implement a highly innovative, effective, and sustainable European Professional Master's Programme in Advanced Digital Technologies for Business. This contributes to the overall objectives of the DIGITAL Europe Programme by fast-tracking a high number of graduates through a dynamic pan-European stakeholder ecosystem. In the latter, HEIs, Research Centres, Employment Services, and Industry work together to design, promote, deliver, and improve an innovative Master's Programme. It will focus on the practical application of Advanced Digital Technologies within European Business, an entirely market-led academic programme driven and designed to meet the current and future (up)-skill needs of SMEs and Companies.

The Master's Course(s) will focus on the practical application of Advanced Digital Technologies within Business, including topics such as AI, cybersecurity, and the cloud. The latter skills are pivotal to European businesses' ongoing competitiveness and growth. Courses will blend academic and industry content to ensure that graduates are equipped with theoretical and employment-ready digital skills that will undoubtedly ensure career success for the candidates. Their degrees will be academically accredited by the hosting institutions and comprise industry certification through the key IT leading sector partners. DIGITAL4Business fosters the industry-recognized certifications as a critical element of the learning pathway.

As a special constituent of subject-specific learning in the context of the Master's Programme, students have the opportunity to complete individual modules as **micro-credentials** as well combinations of these micro-credentials in the form of a **post-graduate certificate (PGC)** to provide the opportunity of a more competency-oriented learning approach, providing exactly the skills required by the industry.

Online teaching and learning environments will be used, combining in-house tools of the participating universities and a new 'Master's as a Service' central online platform to enhance learning opportunities for part time students and professionals already in employment. In addition, mentoring programmes with industry partners, hackathons, industry-focused project-based learning, and coaching on soft skills and job profiles will be offered during the programme. All these offers and services will be equally accessible for participants in the micro-credentials or post-graduate certificate.

Parallel to the Master's programme, micro-credentials and PGC can be studied both in full-time as well as part-time format.

The Study and Examination Regulations for the DIGITAL4Business (D4B) Joint Postgraduate Certificate (PGC) in Advanced Digital Technologies for Business and inherent Micro-Credentials establish the admissions criteria, the course content and structure, and the conditions for successful completion of the individual modules or the PGC.

The role of the Micro-Credentials within the Master's programme

The micro-credentials serve different purposes:

1. They can be taken completely independently and detached from the Master's programme and are thus intended to appeal to a particularly large target group with different individual interests.

2. They can also serve as an introduction to the entire Master's programme, as they can be fully recognized and are therefore a stackable and integrated part of the Master's programme.

3. They can be combined into a Postgraduate Certificate worth 30 ECTS if the compulsory module and two further elective modules are taken.

4. For students who have enrolled for the entire Master's programme but are unable to complete their studies for various reasons, the individual micro-credentials and the Postgraduate Certificate also serve as an exit route.

The Digital4Business Consortium

The DIGITAL4Business consortium is a partnership of 17 stakeholders led by National College of Ireland, bringing together key industry, technology, and education stakeholders in Europe. Its composition is presented in the following table.

Partners	Acronym
NATIONAL COLLEGE OF IRELAND	NCI
ALMA MATER STUDIORUM – UNIVERSITE DI BOLOGNA	UNIBO
UNIVERSITY OF DIGITAL SCIENCE GGMBH	UDS
CONSORZIO INTERUNIVERSITARIO NAZIONALE PER L'INFORMATICA	CINI
AKKA ITALIA (former MODIS CONSULTING SRL)	Akkodis
ADECCO FORMAZIONE SRL	ADECCO
LEE HECHT HARRISON DEUTSCHLAND GMBH	LHH
SKILLNET IRELAND COMPANY LIMITED BY GUARANTEE	Skillnet Irl
UNIVERSITE PARIS 8 VINCENNES SAINT-DENIS	UP8
LINKOPINGS UNIVERSITETET	LIU
TERAWE TECHNOLOGIES LIMITED	Terawe
MATRIX INTERNET APPLICATIONS LIMITED	Matrix
DIGITAL TECHNOLOGY SKILLS LIMITED	DTSL
UNIVERSIDADE NOVA LISBOA	UNL
SCHUMAN ASSOCIATES SCRL	Schuman

Associated Partners	Acronym
Certiport, A business of NCS Pearson Inc	Certiport
DIGITALEUROPE AISBL*	DIGITALEUROPE

The following partner Higher Education Institutions (HEIs) will be actively participating in the delivery of the programme as well as the adhering micro-credentials and PGC:

- NATIONAL COLLEGE OF IRELAND [NCI]
- ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA [UNIBO]
- LINKÖPINGS UNIVERSITET [LIU]
- UNIVERSIDADE NOVA DE LISBOA [UNL]

The Digital4Business Joint PGC in Advanced Digital Technologies for Business and inherent Micro-Credentials

Curriculum and Modules

The PGC aims to provide learners with essential knowledge, skills, and competence to understand the impacts of digital transformation, advanced digital technologies, and emerging technologies for business and enterprise with a particular focus on business-application of tools and technology. Students of micro-credentials may acquire specialized competencies in particularly selected business-applications. The curriculum of the PGC focuses on the associated core subject matter area of Digital Transformation in combination with two selected business-applications at both a theoretical and practical level including:

- Digital Transformation
- Artificial Intelligence
- Data Science
- Cloud Computing
- Cybersecurity

A mandatory module on Digital Transformation serves as the cornerstone of the PGC, establishing essential knowledge and skills that underpin various specialized fields. This core mandatory module is designed to ensure that learners develop a comprehensive understanding of the rapidly evolving digital landscape. Its learning outcomes directly link with other modules across the curriculum, creating a holistic learning experience.

The other modules in the programme are offered as a suite of two elective modules. This provides learners with a high degree of flexibility to choose areas of focus within the Advanced Digital Technologies landscape.

Modules on AI and Data Science benefit from their linkage with Digital Transformation, providing real-world context for the applications in organizations. Likewise, Cloud Computing gains significance as learners consider the effective implementation of cloud solutions within the context of digital transformation.

Cybersecurity knowledge becomes more practical and strategic when seen through the lens of Digital Transformation, as it helps learners navigate the complex digital security landscape.

The minimum intended certificate learning outcomes (MICLOs) in terms of knowledge, skill, and competence for the PGC are presented in Table 1.

MICLO1	Critically appraise, select, and employ existing and emerging technologies to address complex business problems and support innovation and digital transformation in business
MICLO2	Synthesise and communicate the opportunities, risks and critical challenges of digital transformation practices to underpin strategic decisions to key stakeholders.
MICLO3	Demonstrate an in depth understanding of the fundamental concepts and techniques of advanced digital technologies from a business perspective.
MICLO4	Cultivate, select, and employ transversal advanced digital technologies and practices, evaluating their application in various contexts.

Table 1. Minimum Intended Certificate Learning Outcomes (MICLOs)

These certificate learning outcomes have been developed to align with industry feedback and the analysis of related programmes internationally. While the MICLOs are to be achieved by any certificate graduate, individual learning outcomes will be reached depending on the choice of combinations among available elective modules. For these combinations, an additional, subject-specific learning objective (SSLO) has been defined:

SSLO1: Digital Transformation + AI for Business + Data Science for Business	Strategically design and implement digitally transformative solutions by leveraging advanced AI and data science techniques, critically evaluating business performance through predictive analytics, optimization, and automated decision-making models to support innovation and competitive advantage.
SSLO2: Digital Transformation + AI for Business + Cybersecurity for Business	Lead digital transformation initiatives that incorporate intelligent systems and robust cybersecurity frameworks, balancing innovation in AI with proactive threat mitigation strategies to ensure secure, ethical, and sustainable business advancement.
SSLO3: Digital Transformation + AI for Business + Cloud Computing for Business	Develop and deploy intelligent, cloud-enabled digital business solutions by integrating AI capabilities with scalable cloud infrastructures, driving transformation through automation, flexibility, and strategic use of emerging digital technologies.
SSLO4: Digital Transformation + Data Science for Business + Cybersecurity for Business	Engineer data-driven digital transformation strategies that ensure business resilience, applying analytical modeling and visualization tools in conjunction with advanced cybersecurity practices to secure and optimize digital ecosystems.
SSLO5: Digital Transformation + Data Science for Business + Cloud Computing for Business	Design and execute transformative digital business initiatives by using scalable cloud technologies and data-driven intelligence, enabling efficient decision-making, service innovation, and responsive enterprise architectures.

SSLO6: Digital Transformation + Cybersecurity for Business + Cloud Computing for Business	Lead secure and sustainable digital transformations by integrating robust cybersecurity principles with dynamic cloud-based infrastructures, ensuring compliance, trust, and agility in digitally enabled organizations.

Participants completing only individual micro-credentials will acquire learning objectives as defined in the corresponding module descriptions compiled in the PGC Module Handbook.

Teaching and assessment methods in the modules can include lectures, tutorials, seminars, exercises, portfolio assignments, project proposals, practical courses, simulations, and other forms. Assessment details (such as the type of assessment, percentage contribution to the overall module's marks etc.) for each of the modules can be found in the Module Handbook.

Admissions

The Admission Process for the PGC and the micro-credentials is identical to the process for the entire Master's programme and commences upon each passing of application deadline dates, as published on the DIGITAL4Business website (https://www.digital4business.eu). Applications for admission must be submitted prior to the published deadline by means of an online application made through the DIGITAL4Business website. Notwithstanding the requirement for candidates to have made their applications prior to stated deadlines, at the discretion of the Joint Admissions Board (and only if there are still places available), consideration may be given to late applicants; there is no guarantee, however, that applications will be processed if they are submitted after the published deadline.

Admission will be on the condition that the candidate has satisfied the requirements of these regulations in terms of knowledge, skills, and competence by the starting date of the PGC or the respective micro-credential, supported by all necessary documentary requirements. The Joint Admissions Board shall assess the knowledge, skills, and competence of candidates to determine whether the prospective student can be admitted to the programme. Working collaboratively with the Joint Admissions Board, the Secretariat will perform an initial review of applications to ensure the application is complete and meets the minimum set of requirements to make the candidate eligible.

Students who have not yet obtained their Bachelor's degree at the time of the selection procedure, but who would normally do so before the PGC or micro-credentials begin, may be granted provisional admission. Students must submit a declaration from the relevant authorities that they have satisfied the requirements of a Bachelor's degree before the start of the PGC or micro-credentials.

Joint Admissions Board

The PGC and micro-credentials are embedded in the Master's Programme in Advanced Digital Technologies for Business and thus adhere to the same management structures defined with responsibilities of decision, of evaluation and execution. Whenever in these regulations reference is made to organizational bodies such as the Master's Board of Directors and others, these bodies also cover the administration and coordination of the PGC and adhering micro-credentials.

The Joint Admissions Board, operating under the supervision of the Master's Board of Directors, is responsible for the selection and admission of all students to the PGC or micro-credentials. The Joint Admissions Board consists of (at least) one representative from each partner HEI. A chairperson and secretary are nominated from among the representatives.

Admission Requirements

Candidates are accepted onto PGC or micro-credentials based on the quality of their education and professional background, their previous experience, and their linguistic capabilities and English language skills.

Admission may be granted to applicants who meet the following common admission criteria:

- Applicants are required to hold a minimum of an EQF Level 6 qualification in a relevant field including but not limited to: Computer Science, Information Technology, Engineering, Mathematics, Business, or Economics.
- Applicants from other disciplines may also be considered if they attain relevant knowledge in areas related to digital skills and information technologies such as quantitative methods, problem solving, and numerical competencies, typically demonstrated by significant experience in a relevant position and a portfolio of evidence. In such case, the Admissions Board will need to evaluate the experience and portfolio via the process of Recognition of Prior Learning (RPL)--see section Recognition of Prior Learning.
- Applicants who have graduated from programmes lacking embedded technical problem-solving skills must show additional technical proficiency (in areas such as data analysis or digital business applications) and problem-solving abilities beyond their EQF Level 6 qualifications. This can be demonstrated through industry certifications, further qualifications, or certified professional experience. Those who do not meet these criteria will be subject to an interview and further assessment to determine their suitability for the programme.
- Since the PGC and micro-credentials are delivered entirely online, applicants are required to have the necessary computing equipment, such as a laptop or desktop PC that meet the minimum specifications. These hardware requirements will be communicated to all potential students along with the course overview before the admissions process begins. Additionally, applicants must ensure they have reliable internet access.

- All required application details, relevant information, and necessary documentation have been submitted by the applicant.
- The selection criteria for applications include academic qualifications (including discipline and EQF level), current employment, and proficiency in English language.
- If applicable, applicants must meet RPL policy requirements, see section *Recognition of Prior Learning*
- All application details, required information, and supporting documents must be submitted by the official deadline published online.

Language Qualification Requirements

The PGC or micro-credentials are delivered in English. Applicants whose first language is not English must provide proof of English proficiency through a certified qualification, such as IELTS, TOEFL, or equivalent. Alternatively, proficiency may be assessed via a test or interview.

Table 1 shows the minimum language requirements. Applicants who have completed a degree in English-speaking countries, whose previous academic qualifications were conducted in English, or who have worked in an English-speaking environment for two years are exempt.

IELTS	TOEFL (PBT)	TOEFL (CBT)	TOEFL (IBT)	CEF
6.0	600	200	100	B2

Table 1. Minimum language proficiency requirements

Recognition of Prior Learning

Regulations for the compensation of missing prior knowledge are implemented for the PGC or micro-credentials. They provide for the consideration of applicants with lower, or no formal qualifications, currently working in a relevant field, for admission onto the PGC or micro-credentials.

Recognition of Prior Learning (RPL) is a policy that credits learning acquired before formally enrolling in a course or programme, derived from formal education, work, volunteering, or life experiences. RPL assesses and recognizes the relevance of a student's existing skills and knowledge to their current studies, potentially granting academic credits. This allows students to bypass certain course components, saving time and money. RPL is especially beneficial for admitting students who may not meet traditional academic requirements.

The process includes evaluating the skills, knowledge, and experience evidenced via work portfolios, interviews, and practical assessments. To facilitate these reviews, applicants must submit portfolios detailing their relevant experiences, professional training, and certifications.

RPL assessors then match these against course requirements. If equivalent, this prior learning can replace formal qualifications for admission. Should there be any gaps, the institution may recommend bridging courses to prepare the student for full admission. Once validated, these competencies allow the student to enrol, ensuring that individuals don't repeat learning where they already demonstrate competence.

Applicants who do not have the minimum academic qualifications will be assessed for entry based on prior learning and work experience, combined with a demonstrated commitment towards meeting the academic requirements of the PGC or micro-credentials. Entry will be assessed using a written application from the candidate and by interview. RPL will be assessed in accordance with this policy, this may require a portfolio of evidence (this may include but is not limited to submission of an essay, references, examination results, and module/micro-credential/programme/training syllabi completed by the applicant) and interview, or other assessment as determined by the Joint Admissions Board.

The Joint Admissions Board's determination that an applicant has the necessary numeracy skills will be based on the evidence provided. Typically, the determination of a sufficient numeracy skill level will be based on prior completion of modules/micro-credentials/programmes/training with a high degree of numerical/mathematical subject content (e.g., Statistics, Probability, Calculus, Linear Algebra, Operations Research, Quantitative Techniques, Econometrics, Optimisation, Discrete Mathematics, Accountancy, Financial Analysis etc.).

Where there is insufficient evidence of numeracy skills, applicants may be required to complete an assessment to determine their suitability to the PGC or micro-credentials. Applicants require the ability to use mathematical understanding and skills to solve problems. Applicants need to be able to think and communicate quantitatively, to make sense of data, to have a spatial awareness, to understand patterns and sequences, and to recognise situations where mathematical reasoning can be applied to solve problems. Correspondingly, the assessment would focus on an applicant's capabilities in these areas.

Non-standard applicants may have extensive work/life experiences, which allied to their own natural learning ability and commitment would merit access to the programme and credit within it for the learning gained through their work/life experiences.

The term "learning" implies a conceptual as well as practical grasp of the knowledge or competence required. It should be applicable outside the environment in which it was acquired. Experience is not what is being evaluated but learning.

Applications for RPL consideration are made directly through the centralised admissions platform. All applicants seeking RPL entry are interviewed and requested to produce a portfolio describing the prior experience in the context of potentially creditable learning outcomes. The portfolio is considered by the programme director and the Admissions committee / Programme Directors Committee of the Master's programme. The portfolio is evaluated and compared against the module to provide evidence of:

- *Validity*: Does the evidence supplied meet all/part of the outcomes/assessment criteria?
- *Sufficiency*: Is the evidence sufficient proof of the outcomes or assessment criteria?
- *Currency*: Is the evidence recent? The expectation is that learners experience or qualifications have been gained within the last 3 years.
- *Authenticity*: Is the evidence provided the learners own work?

In assessing whether learning gained from experience matches learning outcomes for a particular module, the assessors apply the following criteria:

- Has the appropriate balance between theory and practical application been attained?
- Is the learning achieved transferable?
- Has the appropriate academic level of learning been achieved?

Necessary Documentation for Application

All applications must be made online via the DIGITAL4Business website in accordance with the instructions and before the deadlines as stated on the website. Applications (at a minimum) must include the following documents:

- A copy of the applicant's passport (only the main pages),
- A certified copy of Diploma(s) (with official translation(s) into English if original(s) not in English) and, if available, a copy of the Diploma Supplement(s),
- Certified copies of academic transcripts (with official translation(s) into English if original(s) not in English),
- A Curriculum Vitae in English (preferably adhering to the Europass model)
- Official proof of English language abilities (where applicable),

Examinations Board

The PGC and micro-credentials are embedded in the Master's Programme in Advanced Digital Technologies for Business and thus adhere to the same management structures defined with responsibilities of decision, of evaluation and execution. Whenever in these regulations reference is made to organizational bodies such as the Master's Board of Directors and others, these bodies also cover the administration and coordination of the PGC and adhering micro-credentials.

The Examinations Board is headed by the Master's Board of Directors. The Master's Board is responsible for the overall quality and standards of the degree programme, the PGC and the micro-credentials and for agreeing upon the academic standards. It monitors the partner HEIs' compliance and is responsible for the degree programme, the PGC and the micro-credentials

being delivered to the highest academic standards. The Examinations Board may be supplemented with additional nominees from partner institutions who have expertise in quality assurance and those who are responsible for programme examination administration. Meetings of the Examinations Board shall convene after each programme examination session and after a provision of adequate time for grading and assessment of learners' exam scripts, project submissions, or other relevant coursework by programme faculty.

The Examinations Board deliberates cases, brought to its attention with at least one week notice. If the nature of the case brought to its attention demands a swift ruling, a special meeting may be arranged or written consultation of its members via electronically mediated systems instead. All assessments are conducted in accordance with the jointly agreed policies and procedures for the degree programme as adopted by the Master's Board.

Period of Study

The Joint Professional Post-Graduate Certificate in Advanced Digital Technologies for Business will be delivered fully online using a combination of synchronous and asynchronous delivery techniques. As delivery of the programme is fully online, there will be no requirement for learners to physically attend classes at any partner institution's geographical location. The fully online delivery of the programme is facilitated via a centralised Learning Management System (LMS) and virtual classroom technologies.

The programme is offered in two modes of study:

i) Full Time,
ii) Part Time.

For all study modes, learners must complete 30 ECTS to earn the Joint Professional Post-Graduate Certificate in Advanced Digital Technologies for Business. The program duration varies by mode: 1 semester for Full Time, 2 semesters for Part Time. (see Table 2).

Note: A semester is an academic session that typically encompasses 12 weeks of teaching and a further period of time to allow for module terminal examinations after the 12th week of teaching.

Mode of Study	Duration	Average time requied to complete studies	Credit points/unit
Full time	1 semesters	0.5 years	30 ECTS
Part time	2 semesters	1 year	30 ECTS

Table 2. Duration of Programme for each Mode of Study

For a learner registered on the Full-Time programme, the standard period of study is a half year. The programme schedule and the curriculum are designed in a way that allows students to earn 30 ECTS in one semester. The workload per semester consists of an average of 750 hours.

For a learner registered on the Part Time programme, the standard period of study is one year. For such learners, the programme schedule and the curriculum are designed in a way that allows students to earn 10 ECTS in one semester and 20 ECTS in the second semester. As the PGC consists of 10 ECTS modules alone, a completely equal distribution of workload between semesters is not possible. The workload per semester consists therefore of an average 250 and 500 hours respectively.

Learners wishing to complete only individual micro-credentials may complete those at a workload of 10 ECTS (250 hours) each.

To the greatest extent possible, the programme schedule is designed to distribute the workload evenly across the semester by offering a variety of teaching and assessment formats.

Structure and Delivery Modes

Full Time Delivery

The curriculum and programme structure for the Joint Post-Graduate Certificate in Advanced Digital Technologies for Business (Full Time) is shown in Figure 1.

Semester 1			
Mandatory: Digital Transformation (10 ECTS)			
Elective Module Choices (20 ECTS)			
AI for Business (10 ECTS)	Data Science for Business (10 ECTS)	Cybersecurity for Business (10 ECTS)	Cloud Computing for Business (10 ECTS)

Figure 1: Joint Post-Graduate Certificate in Advanced Digital Technologies for Business (Full Time)

Part Time Delivery

The curriculum and structure for the Joint Post-Graduate Certificate in Advanced Digital Technologies for Business (Part time) semester 1 and semester 2 is shown in Figure 2a and 2b respectively:

Semester 1		Semester 2	
Mandatory: Digital Transformation (10 ECTS)		Elective Module Choice (10 ECTS)	
Elective Module Choice (10 ECTS)			
AI for Business (10 ECTS)	Data Science for Business (10 ECTS)	Cybersecurity for Business (10 ECTS)	Cloud Computing for Business (10 ECTS)

Figure 2a: Joint Post-Graduate Certificate in Advanced Digital Technologies for Business (Part Time) Option 1

Semester 1		Semester 2	
Elective Module Choice (10 ECTS)		Mandatory: Digital Transformation (10 ECTS)	
		Elective Module Choice (10 ECTS)	
AI for Business (10 ECTS)	Data Science for Business (10 ECTS)	Cybersecurity for Business (10 ECTS)	Cloud Computing for Business (10 ECTS)

Figure 2b: Joint Post-Graduate Certificate in Advanced Digital Technologies for Business (Part Time) Option 2

Choice of Elective Modules

There is a high degree of flexibility for learners when choosing elective modules. The programme team's analysis of role profiles offer guidance to learners with regards to which elective modules are a more suitable choice to make when pursuing such roles.

Note: the elective modules that are offered for learners to choose from in any given semester may be restricted due to operational scheduling constraints and/or the overall learner demand for choosing particular elective modules. Notwithstanding this, the programme team will endeavour to accommodate the broadest offering of elective modules each semester under these constraints.

Assessment

The D4B Master's Programme provides a flexible, online, modular learning platform tailored to meet the professional needs and preferences of students across Europe. The PGC and micro-credentials focus on the essential digital skills AI, Cybersecurity, Cloud Computing, Data Science, and Digital Transformation. Like all modules of the entire Master's programme, these five

modules are designed to meet the expectations of EQF Level 7, ensuring that students develop theoretical knowledge, practical skills, and the ability to perform complex professional tasks with a high degree of autonomy and accountability. Thus, they will incorporate two main components as part of their assessment structure:

1) Interactive Technologies: The programmes will leverage interactive digital tools such as simulations, virtual labs, and AI-driven analytics to facilitate an engaging and responsive online learning environment.
2) Flexible Learning Paths: Various learning paths will be available, accommodating different learning styles and paces, ensuring that each student can maximize their educational experience according to personal or professional constraints.

Assessment Methods

Each module will employ a variety of assessment methods to evaluate different competencies, including automated quizzes for immediate feedback, peer-assessed assignments to foster collaborative learning, and project-based assessments that simulate real-world challenges.

Assessments should be specifically designed for the online format, providing flexibility in timing and execution to accommodate students in different time zones and with varying schedules.

The following examination forms are applied in the PGC and micro-credentials:

Continuous assessment (assessment rubrics)

Continuous assessment refers to the systematic evaluation of a learner's progress through a variety of tasks spread across the duration of a module or programme. Forms of assessment may include quizzes, essays, oral presentations, case studies, reflective journals, or problem-solving exercises. Assessment rubrics are used to provide clear, predefined criteria for grading these tasks, ensuring objectivity, fairness, and alignment with the learning outcomes. This method emphasises regular feedback and incremental development of skills and knowledge.

Proctored written test

A proctored written test is a formal examination conducted under supervised conditions to maintain academic integrity. Examples include multiple-choice tests, essay-based exams, problem-solving tests, and short-answer questions. The supervision ensures that learners work independently without access to unauthorised materials. This form of assessment is typically used to evaluate knowledge retention, critical thinking, and application of learned concepts in a controlled environment.

Project

A project-based assessment requires learners to undertake substantial, often self-directed, work over a defined period, culminating in a tangible deliverable. Forms of project assessments include research papers, capstone projects, business plans, software applications, engineering designs, or multimedia presentations. This method assesses a learner's ability to integrate theoretical knowledge with practical skills, manage time, and produce creative or functional solutions to real-world problems.

Integrity and Security in Online Assessments

- Authentication and Integrity: Advanced security measures, including secure login procedures and plagiarism detection software, will be implemented to maintain the integrity of assessments.
- Privacy and Data Protection: All assessment activities will strictly comply with GDPR, ensuring that student data is handled with the highest levels of confidentiality and security.

Module Descriptors and Feedback

- Detailed Module descriptors: Each module includes a descriptor in the Module Handbook outlining learning outcomes, assessment criteria, and timelines, accessible online.
- Feedback: The use of automated tools shall provide students with immediate feedback on quizzes and assignments, allowing for timely adjustments in learning strategies. Furthermore, detailed feedback from instructors will be provided for major assessments, offering personalised insights and guidance to support student development.

Resits and Repeat Assessments

If the overall module assessment or examination results in an insufficient grade or the student does not show up on a fixed date or withdraws, the assessment or examination must be repeated in a repeat assessment or resit. Learners can apply for a module repeat assessment in the case of initially failing a module. In such cases, the repeat assessment covers all learning outcomes associated with the failed module. In principle, resits and reassessments of insufficient grades can occur only once during one academic year. If a learner subsequently fails a module after attempting a repeat assessment, it is then necessary for the learner to re-enrol for repeat attendance on the module.

Late Submission of Coursework

Late submission of assignments is only accepted under special circumstances, e.g. illness. The student should inform the lecturer before the deadline of the assignment and should present

medical proof on request to the Programme Coordinators team. If not, the lecturer can decide to sanction the student in terms of grading or to refuse the late work. Late submission of an assignment is usually graded with a fail.

To ensure that students with disabilities or special needs receive the necessary support for timely submission of coursework, it is crucial to disclose any disabilities or special needs at the start of the academic year. Delaying disclosure may result in missing out on essential services that assist not only in class participation but also in completing assignments and taking exams. Academic institutions provide specific support services including liaising with the Academic Departments, Exams Office, Admissions Office, Library, and IT Department on behalf of the student. Information on the range of student support services can be found online through the student support services portal on the programme website at https://www.digital4business.eu/support.

External Examiners

External examiners may be invited to jointly assess a sample of project presentations, project/practicum reports, and examination scripts. When multiple evaluators are involved, the final grade is determined either by calculating the average of all scores or by reaching a consensus among the evaluators, depending on the nature of the work and the number of people assessing it.

Recognition

Upon successful completion, the micro-credentials – regardless of whether they are taken individually or in combination as a postgraduate certificate – are fully recognized in the Master's programme and thus serve as a stackable part of the full Master's programme. Learners can seamlessly transition to the Master's degree program if required, even if they were initially only interested in a micro-credential or the postgraduate certificate. The micro-credentials thus enable flexible learning paths according to the individual needs of the learner.

Academic Misconduct

Plagiarism

Plagiarism occurs when someone uses another person’s work, whether text, graphics, tables, photographs, videos, music, or computer code, without proper acknowledgment. This includes failing to use quotation marks for direct quotes, not citing sources for paraphrased work, and not referencing any borrowed material. Additionally, submitting the same work for multiple

assignments is also considered plagiarism, which is a serious violation. To avoid plagiarism, it's crucial to properly cite and reference all sources

Collaboration/Collusion

Where two or more students work together, without the prior authorisation of the course lecturer or supervisor, to produce the same piece of work, and then attempt to present this work as entirely their own work, is also a disciplinary offence.

Poor Scholarship

Poor scholarship may consist of poor referencing, but where there is clearly no intention to deceive. This may be penalised in the mark you receive. Poor scholarship may also consist of very close paraphrasing of published work, or the over-use of long quotations (such that your own contribution is unclear) and will receive a low mark.

Cheating in assessments or examinations

Using, having, sharing, or relying on any unauthorised materials or help during any assessment or academic activity is considered a violation and may lead to disciplinary action

Outsourcing assessment

Having others complete assessments for oneself whether personally or via any free or commercial service is a disciplinary offence.

Knowingly aiding and abetting academic misconduct

Cases in which students knowingly permit others to copy all or part of their work shall also be subject to the procedures outlined here and considered an offence.

Plagiarism of software code

This policy relates to plagiarism of programming assignments that take place as continuous assessments in modules. All continuous assessments and projects are part of the examination process and any attempt to plagiarise is a major offence, punishable accordingly.

Plagiarism includes the following:

- Re-use of code that is based on the learning outcome of the module.
- Submitting another student's work as your own (with or without that person's consent).
- Any act designed to give a student an unfair advantage over another student or the attempt to commit such acts.
- Allowing another student to use your entire program code.
- The reuse of code from previous years' laboratory assessments.
- Not being able to demonstrate an awareness and understanding of the code.

- Taking code with no understanding and not tailored to the requirements of the assessment.
- Re-use of code from other locations that is not substantially modified.

This policy advocates the use of software reuse under strict guidelines namely:

- Each source code program shall contain a standard header which states that this is entirely the authors own work or references the re-used code.

It is the lecturer's discretion to decide if the student is in breach of the above and has plagiarised the software.

Disciplinary Committee

Students found guilty of these offences will be penalised and may be reported to the Master's Board of Directors. The Master's Board of Directors may subsequently convene a Disciplinary Committee. Disciplinary measures include written warnings, suspension, or expulsion from the programme.

Resources

The DIGITAL4Business Master's Programme is to be equipped with a variety of resources and tools to support an optimal online learning experience. Here's a detailed list of the resources included:

1. Learning Management System (LMS): At the core of our Virtual Learning Environment (VLE), the LMS will facilitate online discussions, hosts digital learning resources, and manages tests, quizzes, and course administration seamlessly.
2. Video Conferencing System: Supports synchronous learning, enabling real-time lectures, seminars, and small group discussions. It will also allow for virtual consultations with faculty and interaction among peers.
3. Digital Library Resources: Students will have remote access to an extensive range of electronic textbooks and other digital resources via the LMS/VLE, ensuring they can seamlessly connect to necessary academic materials.
4. Interactive Digital Tools: Utilized in face-to-face virtual sessions, these tools will include digitally prepared presentations, real-time polls, and other interactive elements to engage learners actively.
5. Recording and Playback Platforms: Integrated with our LMS/VLE, this technology facilitates the recording, playback, and review of digital audio and video content, enhancing the learning experience by allowing students to learn at their own pace.
6. Open Educational Resources: Students will have access to a wealth of free educational resources available on the internet, regularly incorporated into course materials and available through the LMS/VLE.

7. E-Portfolio Development Platform: Integrated into the LMS/VLE, this platform should enable students to develop and maintain e-portfolios for critical self-reflection and formative assessment purposes.

These resources are designed to support a robust, student-centred learning environment that aligns with the dynamic needs of digital education and enhances both the academic and professional development of our students.

Assessment Technology: Supports the submission of assignments, checks for originality to maintain academic integrity, and enables marked assignments to be returned with feedback through digital platforms.

Student Support Services: Online resources are available for writing, mathematics, career advice, and more, enhancing learner success and providing comprehensive support throughout the student journey.

Degree, Certification, and Documents

Students who have satisfied all the requirements of the module assessments shall be awarded the Post-Graduate Certificate or a certificate that attests the successful completion of the micro-credentials, respectively.

Students who have not satisfied all the requirements of the module assessment will be required to re-register and pay extension fees.

The certificates will be issued jointly on behalf of the delivering HEIs.

Publication and Amendments

These Study and Examination Regulations will be published on the DIGITAL4Business website. Any amendments to these regulations will, after due consultation with the Higher Education Institutions (HEI)s, be confirmed by the Master's Board of Directors in a separate decree. An amendment to these Study and Examination Regulations shall not apply to the current academic cohort unless it may reasonably be assumed that the amendment will not harm the interests of students. In addition, amendments may not influence the following to the detriment of students:

- the degree programme.
- any other decision taken within the meaning of these regulations concerning a student.

Digital 4 Business

Evolving your digital future

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