

# Diploma Supplement



This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve international "transparency" and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.) It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended.

## Holder of the qualification

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**Family name(s):** Petersen  
**Given name(s):** Anders Skærlund  
**Date of birth:** 23 July 1981  
**Civil registration number:** 230781-1467

## The qualification

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### Name of qualification and title conferred

#### (In Danish):

Diplomingeniør, Industri og eksport med speciale i Produktionsstyring.

### Name of qualification and title conferred

#### (In English):

Bachelor of Science in Engineering, Industry and Export  
Specialisation in Production and Planning Control.

### Date of award:

26 January 2005.

### Main fields of study:

Manufacturing, Production Processes, Product Development, Systems Design, Management.

### Name and status of awarding institution:

Aalborg Universitet/Aalborg University (officially abbreviated AAU). AAU is a state-recognised and state-financed higher education institution, regulated according to the Ministry of Research University Act of 22 December 1999.

### Language(s) of instruction/examination:

Danish.

## Level of the qualification

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### Level of qualification:

A medium cycle research based qualification – normally requiring 3½ years of full time higher education studies, regulated by the Ministerial

Regulation No. 681 of 15 July 1996 and the Ministerial Regulation No. 319 of 2 June 1998 and the Ministerial Regulation No. 495 of 15 August 1988.

### Official length of programme:

3½ years programme = 210 ECTS credit points.

### Access requirements:

Acceptance to the programme for Bachelor of Science in Engineering requires:

- The Upper Secondary School Leaving Examination, or
- the Higher Preparatory Examination, or
- the Higher Business Examination, or
- the Higher Technical Examination.

Applicants with other qualifications may be admitted after an assessment of their qualifications.

## Contents and results gained

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### Mode of study

Full time study programme, equivalent of 210 ECTS credit points.

### Programme requirement

The programme aims at giving students a broad manufacturing engineering knowledge with emphasis on operational aspects.

### Programme details and individual grades/marks/credits obtained

Please refer to the grade transcript in the diploma.

### Grading scheme and if applicable grade distribution information

Please refer to the explanatory grading scale in this supplement.

### Overall classification of the qualification

Not applicable to Danish qualifications.



## **The function of the qualification**

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### **Access to further study**

Master of Science in Engineering.

### **Professional status**

The education qualifies the graduate to work within a large spectrum of the industry being able to handle a broad range of operational assignments.

## **Additional information**

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### **Further information sources**

Information in English on Aalborg University (study programmes, contents of the programmes, research, faculties and departments) is available at the University's website at [www.auc.dk](http://www.auc.dk) or from the International Office, Fibigerstraede 2, 9220 Aalborg East, phone +45 9635 9653, e-mail [kij@aua.auc.dk](mailto:kij@aua.auc.dk).

General information on higher education in Denmark can be obtained from the Danish Ministry of Education at [www.uvm.dk](http://www.uvm.dk), the Danish Centre for International Cooperation and Mobility in Education and Training [www.ciriusonline.dk](http://www.ciriusonline.dk) and from the Danish Centre for Assessment of Foreign Qualifications [www.cvuu.dk](http://www.cvuu.dk).

### **Institutional information**

Aalborg University (AAU) is a research-based university founded in 1974. It has

approximately 13,000 bachelor and master students and 500 Ph.D.-students. These figures include more than 1,300 foreign students. The university has a staff of approximately 2,000 full-time equivalents, of which more than 1,000 are researchers.

Aalborg University consists of the Faculty of Humanities, the Faculty of Social Sciences and the Faculty of Engineering and Science. It offers approx. 70 different undergraduate and postgraduate programmes. A number of the programmes are taught in English.

In most programmes time is equally shared between courses and project-work in groups with a focus on defining problems, interdisciplinarity and report writing. Although the studies are dominated by group work, all examinations are conducted on an individual basis, and students are given individual grades.

Aalborg University also focuses on continuing education and most candidates are offered a summer course every year, presenting the latest advances in research. In addition, the university comprises an extensive Open University department.

At Aalborg University basic as well as applied research is given a high priority. Funding comes from the government, from Danish and international research funds and from cooperation with industry.

## **Certification of the supplement**

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The Faculty of Engineering and Science  
2 February 2005



## The Danish Higher Education System

*The following description has been approved by the Danish Ministry of Education and the Ministry of Science, Technology and Innovation.*

### Admission to higher education

General access requirements to higher education in Denmark are 12 years of education including one of the following secondary school leaving examinations or comparable qualifications: *studentereksamen* (Upper Secondary School Leaving Examination); *højere forberedelseeksamen (hf)* (Higher Preparatory Examination); *højere handelseksamen (hbx)* (Higher Business Examination); *højere teknisk eksamen (htx)* (Higher Technical Examination). 3- to 4-year vocational education and training programmes often qualify for a short-cycle college programme within the same field.

Admission to many study programmes depends also on the fulfilment of specific requirements. These may either be a specific subject combination or requirements concerning the level of the subjects taken, the grades obtained, work experience etc. For a few study programmes there is a numerus clausus.

### The higher education system

Institutions can be grouped into two different sectors:

- the university sector and
- the college sector, i.e. the professionally oriented higher education sector.

*The university sector* includes 11 universities, 5 of which are multi-faculty universities. The other 6 are specialised in fields such as engineering, education, veterinary science, agriculture, pharmacy or business studies. In addition, there are a number of specialist university-level institutions in architecture, art, music, etc. All university study programmes are research-based, and degrees are awarded at undergraduate and postgraduate level including doctoral degrees.

*The college sector* comprises more than 150 specialised institutions of higher education, about one-third offering short-cycle and two-thirds offering medium-cycle professionally oriented programmes. Many of the colleges are relatively small institutions with 400 – 600 students offering one or a few study programmes in a specific field. Colleges often cooperate closely with other colleges or with universities. Increasingly, colleges are merging into units that are more comprehensive.

### Institutional recognition/accreditation procedures

Higher education institutions are publicly financed and State-regulated. The quality of higher education is assured by ministerial approval of new programmes and institutions, external examiners and an evaluation system. Although they have institutional autonomy, institutions must follow general regulations concerning teacher qualifications, award structures, study programmes and quality assurance.

While private institutions can operate without any approval, they must abide by an accreditation procedure to make their students eligible for state study grants.

### University qualifications

Study programmes of the university sector are research-based, analytical and theoretical. They provide a broad academic foundation as well as specialised knowledge.

#### *Medium-cycle research-based qualifications:*

The Bachelor's degree (*B.A./B.Sc.*) is awarded after an undergraduate programme of 3 years of study, normally concentrated on one or two subjects. Programmes are self-contained and qualify both for occupational functions and for studies for the *candidatus* degree.

#### *Long-cycle research-based qualifications:*

The *candidatus(a)* (*cand.* + field of study) is awarded after a total of 5-6½ years of study, normally a *B.A./B.Sc.* + 2 years of study.

The programmes qualify students for assuming occupational functions and scientific work. Each *candidatus* programme must include one or two of the major fields of study of the Bachelor's programme. It includes the preparation of a thesis of ½-1 year's duration. Universities also offer international Master's programmes of 1-2 years' duration.

A less frequent degree, the *Mag.art.* (*B.A.* +3 years), is awarded following research-oriented studies in one subject and the defence of a thesis.

#### *Doctorates:*

The *Ph.D. degree* is awarded after a total of normally 8 years of higher education and research, including the preparation and public defence of a thesis.

Admission requirements are normally a *candidatus* degree and the programme itself lasts 3 years.

A higher doctoral degree (*dr.* + field of study) can be obtained by mature researchers after a minimum of 5-8 years of individual and original research and public defence of a dissertation. There is no formal study programme for this award.



### College qualifications

College programmes are professionally oriented higher education (HE).

#### *Short-cycle professional HE qualifications:*

Diplomas are awarded after a 2-year vocational academy programme (*erhvervsakademiuddannelse*) building upon either relevant vocational education and training or general upper secondary education. These programmes qualify the student for performing practical, vocational tasks on an analytical basis. Apart from theoretical subjects, programmes are usually completed with a project.

#### *Medium-cycle professional HE qualifications:*

Diplomas are awarded after a 3- to 4-year programme at a level corresponding to that of university Bachelor's programmes. These programmes provide students with theoretical knowledge as well as knowledge of its application to professions and industries. Most programmes include periods of practical studies and require the submission of a project/project paper. Most programmes give access to further studies in the same field, i.e. a Master's programme or, on certain conditions, a specific *candidatus* programme.

*Professional Bachelor's degrees (professionsbachelor)* are awarded on completion of programmes that meet a number of criteria, such as links to research and development.

### The adult education system

Alongside the ordinary higher education system, the adult education system offers Advanced Adult Education comparable to the level of short-cycle higher education, Diploma programmes comparable to the level of medium-cycle higher education, and Master's programmes (e.g. MBA) comparable to a long-cycle higher education level. Most programmes consist of 2 years of part-time study, equivalent to 1 year of full-time study. Admission requirements are a relevant educational qualification and at least 2 years of professional experience.

### Examinations and Diplomas

All examinations at Danish higher education institutions are administered not only by the teacher, but also by an examiner - who, in case of most examinations must be external examiner. The external examiners are responsible for assuring the same standard for all examinations and thus for their quality. After completion of a full programme the student is awarded a diploma, transcript etc.

### The Grading Scale

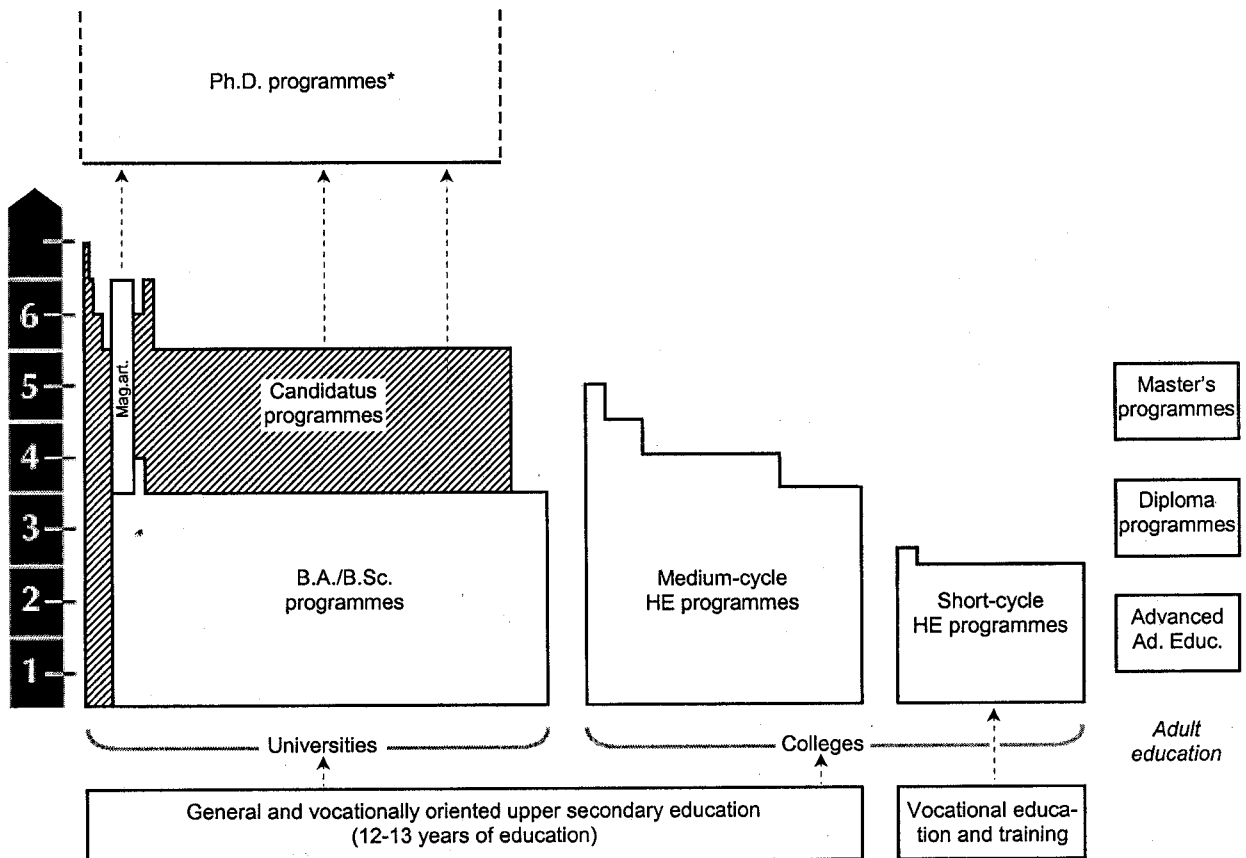
The grading scale – the 13-point scale – is defined by the Ministry of Education and it is intended to ensure uniformity in the evaluation of achievements at the institutions where it is used.

- 13: is given for the exceptionally independent and excellent performance \*)
- 11: is given for the independent and excellent performance
- 10: is given for the excellent but not particularly independent performance
- 9: is given for the good performance, a little above average
- 8: is given for the average performance
- 7: is given for the mediocre performance, slightly below average
- 6: is given for the just acceptable performance
- 5: is given for the hesitant and not satisfactory performance
- 03: is given for the very hesitant, very insufficient and unsatisfactory performance
- 00: is given for the completely unacceptable performance

\*) The grade 13 is used very seldom and then only for an extraordinary performance.

The grade 6 is the lowest pass grade for examinations where a pass grade is required. Grades awarded at higher education institutions should reflect achievements in terms of standards set by the institution. Apart from the 13-point scale '*bestået/ikke bestået*' (pass/fail) may be used.

Years ————— Higher Education in Denmark —————



\* Normally 3-year programmes.