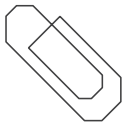
Unfold your talent

VIA University College



Curriculum for the Professional Bachelor's Degree Programme in Animation

1st of August 2025

Contents

Foreword

Animation is visual communication shaped by a vast tradition of art and high level craftmanship. Using animation to tell stories demands an eye and passion for artistic expression combined with in-depth knowledge of the traditions and tools needed, but it also requires collaboration, innovation, and a constant search to expand your knowledge base.

The Professional Bachelor's Degree Programme in Animation is a technical and artistic course programme with a strong commercial and professional focus. Accordingly, students work intensively to acquire knowledge, skills, and competencies within all areas of animation development and production to prepare them to work internationally within entertainment and visual communication.

Collaboration, communication, and critical thinking are fundamental soft skills for success of animation professionals, thus students in both the Character Animation and Computer Graphic Arts are trained to work independently as well as collaboratively in production teams to create, develop and produce animated stories, correlating the standards of the relevant industries.

While rooted in a long and strong tradition, animation is also constantly evolving and expanding into other areas and emerging industries. As a result, the programmes introduce students to developing areas and encourage them to explore and expand on their knowledge of tools, workflows, storytelling and design.

Peter Dyring-Olsen

Head of Studies, the Professional Bachelor's Degree Programme in Animation.

1st of August 2025

1 Programme structure and learning objectives

1.1 Programme structure

The Professional Bachelor's Degree (PBA) in Animation comprises:

1. Common compulsory programme elements equivalent to 65 ECTS credits:
2. Line specific programme element for Character Animation or Computer Graphic Arts equivalent to 75 ECTS credits
3. Electives equivalent to a total of 30 ECTS credits
4. Internship equivalent to a total of 30 ECTS credits
5. Final bachelor project equivalent to 10 ECTS credits.

The programme, which is a full-time education, is rated at 210 credits in the European Credit Transfer System (ECTS). 60 ECTS credits are equivalent to the workload of one full-time student for one year.

1.2 Learning objectives

The objective of the PBA Programme in Animation is to qualify the graduate to independently carry out idea development, design and implementation of complex animation projects for film, television and various digital media platforms as well as work with animation-related communication. The education aims to qualify graduates to work within the film, television, animation and computer game industry nationally as well as internationally. (cf. the Ministerial Order on Professional Bachelor's Degree Programmes in Animation, appendix 1).

1.2.1 Knowledge

The Professional Bachelor in Animation should acquire knowledge of:

1. applied theories and central concepts as well as methods and tools of animation production, including both traditional as well as state of the art methods,
2. the development in animation film history and its modern cultural relevance,
3. relevant design and composition theories and the ability to reflect on the implementation of these theories in animation media,
4. understanding of production planning and the relation to the economic conditions of the animation industry, nationally as well as internationally,
5. applied methods and techniques within related subjects that have a significant relevance for animation.

Furthermore, the Professional Bachelor in Animation, Character Animation, has knowledge of:

1. applied theories, methods and techniques within 2D and 3D animation,
2. fundamental principles of physics as forms of expression and understanding how to apply these within character animation,
3. applied methods and central techniques of animation production and their significance for character development.

Furthermore, the Professional Bachelor in Animation, Computer Graphic Arts, has knowledge of:

1. applied methods and central techniques within 3D workflow, including modelling, rigging, texturing, shading, light and rendering, compositing and colour grading,

2. the principles of design, including lines, form, colour, texture, etc. and understanding how CG techniques may be employed in order to communicate a design,
3. the theories and periods of design and architecture that are relevant to CG Arts.

1.2.2 Skills

The Professional Bachelor in Animation should learn skills in:

1. analysing the animation film medium and animation products using the relevant terminology and frame of reference,
2. carrying out animation processes in media productions where the interaction between animation, dramaturgy, acting, music, graphics and aesthetics on the one hand and economy and technology on the other hand create the desired visual expression,
3. employing the theories, working methods and techniques of the profession, including being able to integrate traditional working methods with current digital practices and relating them to relevant and related subject areas,
4. planning and delivering a production within a defined quality and budget framework,
5. assessing practice-related and theoretical problems in connection with animation and production processes as well as substantiating and choosing relevant solutions,
6. expressing themself in a distinct visual language which clearly communicates its message,
7. communicating practice-related and professional problems and solutions in the different stages of an animation production using the relevant terminology as well as establishing professional communication with colleagues and customers.

Furthermore, the Professional Bachelor in Animation, Character Animation, should be able to:

1. master specialised techniques within character animation from traditional animation to digital 2D media and CGI animations as well as explore problems related to working with different distribution platforms,
2. stage and pose characters, including utilising acting theories in the performance of their characters.

Furthermore, the Professional Bachelor in Animation, Computer Graphic Arts, should be able to:

1. master specialised techniques within 2D film, 3D film, game production and visual effects as well as explore problems related to working with different distribution platforms,
2. analyse and implement a pipeline with a view to optimising the work procedures of a production.

1.2.3 Competences

The Professional Bachelor in Animation should develop competences in:

1. independently and in cooperation with others managing the development of concepts, ideas and stories within the animation media and reflect upon their intentions with the visual communication,
2. planning and carrying out development tasks within the animation field, including combining knowledge and methods from animation technique and visual and graphic communication and assessing the relation between quality and resources in a pre-defined framework,
3. independently forming part of a professional and cross-functional collaboration, including giving and receiving professionally substantiated and constructive critique with regard to both work procedures and product,

4. identifying their own learning needs and further developing their own skills and competences within the various forms of expression and subject areas of the animation media and within related subject areas,
5. navigating flexibly, actively and innovatively as a professional in an international and commercialised market and undertaking responsibility within the framework of the professional ethics.

Furthermore, the Professional Bachelor in Animation, Character Animation, should be able to:

1. keep the visual communication of a character within the framework of the overall production and within the framework of the narrative,
2. examine and implement animation references which are relevant for the current production.

Furthermore, the Professional Bachelor in Animation, Computer Graphic Arts should be able to:

1. keep the visual essence of the narrative the student is working on with regard to the overall production and the framework of the narrative, and
2. examine and implement CG references which are relevant for the current production.

2 Core areas in the PBA Programme in Animation

The compulsory programme elements are organised within six core areas covering the overall subject areas that students must work with to acquire the knowledge, skills and competences required to complete the PBA in Animation.

The common compulsory programme elements are organised within the following common core areas:

1. Character Animation and Computer Graphics Art
2. Visual Communication and Presentation
3. Animation Production, Technology and Industry.

The line specific programme elements for Character animation are organised within the following core areas:

1. 2D Character Animation: Theory, Method and Techniques
2. 3D Character Animation: Theory, Method and Techniques
3. Digitally Based Production for Animators.

The line specific programme elements for Computer Graphic Arts are organised within the following core areas:

1. Graphic and Digital Character Development and Design
2. Graphic and Digital Environment Development and Design
3. Digitally Based Production Processes for Computer Graphic Arts.

3 Common core areas

3.1 Character Animation and Computer Graphic Arts

The objective of this core element is for the students to be introduced to the history, technique, platforms and culture of Character Animation and Computer Graphic Arts. Viewing relevant

works, students will learn methods for analysis of animation-related media, such as film, computer games and VR in regard to story, sound, technique, methods and cultural trends. Students will strengthen their visual reflection and acquisition of knowledge, translating the understanding into their own works in different genres and for various media aimed at a diverse group of target audiences.

3.1.1 Content

The core area includes:

- Historical developments and relevance of the animation movements and trends
- Analysis of platforms, their development and relevance
- Animation culture as it relates to the past, present and future
- Film movements and their relevance
- Ways of telling stories within the animation media
- Film analysis, genre, tone, technique and working methods
- Sound design and music.

3.1.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- the history of the animation and CG medium and its background
- current and past production technologies and their influence on the animation and CG medium
- various platforms used in the animation and CG medium
- film analysis theory and methods in relation to animation and CG medium
- storytelling theory and methods in relation to animation and CG medium
- sound design theory and methods relevant for animation and CG medium
- the relation of sound and image in an audio-visual work
- the role of audience/target audience in storytelling and audio-visual work
- genre, tone, theme and target audience
- master and peer contemporary works within the animation and CG medium
- current tools applied by the animation and CG Arts to achieve their styles.

Skills

Students should acquire the skills to:

- include animation and CG art history as well as contemporary and peer work as reference in regard to director's voice, narrative style and visual style
- apply animation and CG art history for research, reference and inspiration in their own creative process
- analyse and include relevant technologies and methods suitable for the production in question
- select and apply working methods and production tools suitable for the relevant animation media
- analyse the work they produce in relation to the current cultural trends in the international and commercial animation industry

- apply filmmaking knowledge in creating animation and CG art in different genres and for various platforms, as well as being able to analyse both animated short and feature films and applying relevant film theory when creating their own film.

Competences

Students should develop competences to:

- create animation and CG art within the context of contemporary and historical use of the medium in a reflective, analytical and creative way
- explore beyond what has been done to find their own voice or innovation of the media
- research and apply relevant industry standards and practices
- adapt their skillset to various platforms and media.

3.1.3 ECTS credits

The core area is equivalent to 5 ECTS credits.

3.2 Visual Communication and Presentation

The purpose of this core element is for students to acquire knowledge of visual communication as well as skills and competences to analyse and produce images related to animation productions across genres, tonalities and media formats.

3.2.1 Content

The core area includes:

- Research technique and method
- Design theory, methods and practice
- Story development
- Storyboarding & cinematic design
- Previs
- Colour theory and practice
- Character design
- Animation film and culture lectures and screenings
- Film theory
- Pre-production
- Layout
- Pitching.

3.2.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- drawing and design methods, tools and processes
- perspective, construction and rendering in theory and practice

- how pictures communicate in a complex interaction between motive, composition and stylistics, etc.
- colour theory
- cinematic design, considering location, staging, camera, lighting, composition and editing to strengthen the visual storytelling of film.
- analysing film narrative structures
- tools to explore own narrative ideas classically, minimally or more abstractly
- editing theory and practice and the effect it has on the film.

Skills

Students should acquire the skills to:

- master advanced drawing and employ methods for maintaining and sharpening their drawing skills
- use form and research-based methods for designing visual elements – character, environments and props
- develop an idea for a film or interactive media project
- develop the story's structure
- create a successful pitch
- visual genre and stylistic tools to ensure optimal communication of the themes of their story
- use the pipeline set-up, organised folder structure and proper naming convention.

Competences

Students should develop competences to:

- visualise their own and others' messages using a high level of drawing skills
- adopt an analytical perspective to drawing and composition that makes it possible for them to identify and correct weaknesses of a craft and communication in their own or others' drawings
- analyse genre, medium and format of the class in an open meeting session
- understand how to use cinematography as a tool for strong storytelling
- utilise previs to set up and iterate a 3D production.

3.2.3 ECTS credits

The core area is equivalent to 20 ECTS.

3.3 Animation Production, Technology and Understanding of the Industry

The objective of this core element is for the students to acquire basic knowledge and skills for defining, implementing and evaluating an animation production, including planning methodology, media technique and technology while also considering scope. Furthermore, students will become familiar with industry standards and best practices as well as shortcomings and potential areas for development.

3.3.1 Content

The core area includes:

- Production planning, scope, resources and time management
- Media technique and technology
- Computer-based tools – software
- Pipeline, workflow and folder structure
- Shot production
- Collaboration and communication
- Introduction to business
- Preparing for recruiting
- Network building
- Entrepreneurship - designing your career
- Internship preparation: intention, cover letter, resumé, and portfolio,
- Negotiating contracts & salaries
- Working with clients; bidding on a job, invoicing, etc.
- Business development and brand, the next steps.
- Marketing, distribution and press kits.

3.3.2 Learning objectives

Knowledge

- Students should acquire knowledge of:
- the language of storyboards in theory and in practice
- layout theory and practice
- narrative genres, tools and strategies
- best practice in relation to working processes for pre-production and planning from introduction to advanced level
- visual development, mise-en-scène, cinematic design
- storyboard and visual development and their influence on each other.

Skills

- Students should acquire the skills to:
- follow a structured workflow for a concrete animation project
- analyse and create storyboard, animatic and edit to communicate the genre, tone and theme
- analyse and create visual development to communicate the genre, tone and theme
- produce a layout for a shot and / or sequence
- give estimates of their working time and track their progress
- create a story based on a brief and for a specific target audience
- create pre-production based on a selected original idea
- Being able to write an analysis of the project and reflect on their work.

Competences

Students should develop competences to:

- create a storyboard and/or visual development using a reflective approach to visual storytelling

- make decisions to move forward in production
- set and meet deadlines based on a structured working process
- balance artistic ambitions with resources and timelines
- create and analyse the team's group work protocol and their role
- collaborate with the various roles on production
- collaborate, delegate and communicate clearly within a group.

3.3.3 ECTS credits

The core area is equivalent to 40 ECTS credits.

4 Character Animation Line Core Areas

4.1 2D Character Animation: Theory, Method and Techniques

The objective of this core element is for the Character Animation students to be introduced to the principles of animation and learn to analyse and implement 2D animation from physics-based to stylised as the contents progress. All phases of a 2D animated scene will be thoroughly researched and applied from planning to finished keys, to inbetweening and clean-up and colour. Students will gain insight into the working methods to develop their own workflow, craftsmanship and eventually their staging of a scene as they work with more complex character performance.

4.1.1 Content

The core area includes:

- Construction drawing for animation
- Basic animation principles
- Animation workflow
- Drawing for animation
- Inbetweening
- Physicality in animation: Movements
- Acting in animation
- Animation stylisation: Analysis, development and execution of an animation style
- Following direction of an animation style on an animation team
- Methods for working with monologue in animation
- Character interaction in 2D animation scenes.

4.1.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- drawing for animation
- basic animation principles
- the various animation workflows relevant for 2D animation: pose to pose, straight ahead and blending of methods

- the various 2D animation phases: thumbnailing, planning, staging, key drawings, breakdowns, inbetweening and clean-up and colouring stage
- how physicality and acting principles translate into animation
- how to develop and adapt to a character design and animation style
- working with monologue and lip-sync in 2D animation
- working with two and/or multiple characters in 2D animation scenes.

Skills

Students should acquire the skills to:

- apply and develop their draughtsmanship
- plan and execute the animation scene from thumbnails to clean-up and colouring stage
- analyse, develop and apply the relevant 2D animation workflow method
- analyse their work in relation to applied theory and practice of 2D animation
- apply and explore physicality principles relevant for 2D animation in order to portray the intended movement of characters
- apply and explore acting principles relevant for 2D animation in order to portray an emotion/attitude of the character
- develop and/or adapt to various character designs and animation styles relevant for the production
- follow the direction through 1:1 and/or in production teams
- animate a 2D scene with monologue
- animate a 2D scene with interacting characters.

Competences

Students should develop competences to:

- develop an idea for an animation scene in accordance with the assignment brief and analyse the quality and ambition level vs. available time and resources
- plan and carry out an animation scene in accordance with the relevant industry standards and practices
- select and apply a relevant workflow method for the respective production
- follow directions and collaborate with team members.

4.1.3 ECTS credits

The core area is equivalent to 25 ECTS credits.

4.2 3D Character Animation: Theory, Method and Techniques

The objective of this core element is for the Character Animation students to translate their 2D animation knowledge and skillset to the 3D media. Students will be introduced to the theory, methods and workflows of 3D character animation. There will be a focus on physics, truth to materials and the benefits of working in 3D animation. Students will gain knowledge and skills to work with complex staging and posing for advanced animation scenes from start to finish. Furthermore, working with 3D animation will strengthen the understanding of movement of form and shape in 3D space for 2D animation.

4.2.1 Content

The core area includes:

- Introduction to 3D software
- Introduction to 3D Animation
- Anatomy, body mechanics, physicality and acting in 3D animation
- Thumbnailing; planning the shot for 3D animation
- 3D animation workflow
- Analysis and use of the graph editor
- Character development and character-specific traits
- Cinematography, lenses, staging and posing
- Basic principles for lighting and rendering
- Facial animation and expressions in 3D
- Introduction to modelling and rigging for props and previs
- 3D polish
- Character interaction in animation scenes.

4.2.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- the basic animation principles applied in 3D animation
- the various animation workflows relevant for 3D animation
- the basic components of industry standard 3D animation software
- the various 3D animation phases: planning, thumbnailing, blocking, splining and polishing
- how physicality and acting principles translate into 3D animation
- how rhythm, sound and music relate to an animated image/scene
- how to adapt to a character model, rig and animation style
- working with two and/or multiple characters in 3D animation scenes.
- following direction through 1:1 with director/teacher and in a team with collaborators/classmates.

Skills

Students should acquire the skills to:

- apply and develop their gesture drawing
- analyse, plan and execute a 3D animation scene from thumbnails to polish
- analyse, develop and apply the relevant 3D animation workflow method
- analyse their work in relation to applied theory and practice of 3D animation
- give and receive constructive criticism
- apply and explore physicality principles relevant for 3D animation in order to portray the intended movement of characters
- apply and explore acting principles relevant for 3D animation in order to portray an emotion/attitude of the character
- explore rhythm, sound and music in animation for the intended emotional impact on an audience
- develop and/or adapt to various character designs, rig set-ups and animation style relevant for the production
- follow the direction through 1:1 and/or in production teams

- animate a 3D scene with character speech.

Competences

Students should develop competences to:

- develop an idea for an animation scene in accordance with the assignment and analyse the quality and ambition level vs. available time and resources
- plan and carry out an animation scene in accordance with the relevant industry standards and practices
- select and apply a relevant workflow method for the production in question
- Apply basic lighting and render out basic shots
- work in a team and follow directions and collaborate with team members
- set and meet deadlines based on a structured working process.

4.2.3 ECTS credits

The core area is equivalent to 25 ECTS credits.

4.3 Digital-Based Production Process for Animators

The objective of this core element is for the Character Animation students to start the process of gaining knowledge of the software and pipeline for animation production from the point of view of the animator. Later in their education, students will work on a collaborative project where they will create prototypes, analyse their animation production from research and development to pre-production and production and post and consider resources, pipeline, style and methods. The students will work in the team to develop and produce the shots with a consistent style and character arc within the production, related to the story development in the edit. In some cases, this may relate to a film or interactive media.

4.3.1 Content

The core area includes:

- Animation software interface and workflows for productions
- Animation and character design research and development
- Planning for animation
- Animation production

4.3.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- preparation, planning and management methods and tools for animation production
- animation software interface and workflows for productions
- project resources, R&D, working with director and/or story and design teams to analyse and develop the edit and design to implement the animation style within the economic framework

- animation tests and style development: defining style and workflow in relation to tone and genre and resources
- creating an animation bible, model, pose, expression sheets for production,
- rig testing and communication with the character TD
- working as an animation team to develop consistent characters matching the animation style and content of the story and character's arc
- working in the animation team to develop a workflow of production meetings for reviews of the edit and feedback of the work
- animation finish, adding the subtle details and level of polish within the framework of the production style and resources
- character and performance engineering: how character design effects animation style and vice versa.

Skills

Students should acquire the skills to:

- further develop and test their animation skillset
- make test of animations to develop the style: defining style, tools and workflow in relation to tone and genre and resources
- create and/or follow the direction of an animation bible, model, pose and expression sheets for production
- carry out rig tests and communicate with the character TD
- deliver a consistent animation finish, adding the subtle details and level of polish within the framework of the production style and resources
- create character designs suited for the expected performance requirements.

Competences

Students should develop competences to:

- analyse, plan and manage animation workload and resources
- analyse and develop the edit and design to implement the animation style, define the priority of the resources and time for the shots
- analyse their shots to complete the animation for the deadline
- work as an animation team to develop consistent characters within the animation style and content of the story and character's arc.

4.3.3 ECTS credits

The core area is equivalent to 25 ECTS credits.

5 Computer Graphic Arts Line Core Areas

5.1 Graphic and digital character development and design

The objective of this core element is for the CG Art students to gain knowledge of the aesthetic, technical and collaborative aspects of character development, design and execution of assets. The purpose of the programme element is for students to develop skills to plan, analyse and produce characters for a variety of different styles and media in various contexts. Students will strengthen their skills for character development and design and, as members of production teams, also strengthen skills on implementing their assets into an animation production.

5.1.1 Content

The core area includes:

- Anatomy of biped and quadruped characters
- Character design for 3D character assets, translation from 2D to 3D
- Character development
- Modelling and sculpting workflow and technique for bipeds and quadrupeds
- Character design and rig set-up in relation to animation style and performance
- UV mapping workflow and technique
- Concept design.

5.1.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- how to implement reference resources
- anatomy of humanoid and animal characters
- designing characters and considerations regarding translating the designs from 2D to 3D
- awareness of how the character design is influenced by the environment
- the basic principles applied in the workflow of modelling and sculpting
- the various modelling and sculpting workflows relevant for characters
- UV mapping workflows and techniques
- texturing techniques
- how to create and adapt a rig for animation to a character design.
- following direction through 1:1 with director/teacher and in a team with collaborators/classmates
- how a character asset moves through a CG pipeline.

Skills

Students should acquire the skills to:

- implement the use of reference resources
- design characters and consider the translation of the designs from 2D to 3D
- plan, develop, analyse and apply a relevant character workflow in CG
- create 2D textures for a character asset
- conceptualise, create, analyse and develop 2D texture workflows and their application on a 3D asset
- understand the methods of managing the relationship between texturing and topology using UV coordinates
- analyse and understand the use of low, mind and high frequency detail in CG pipeline
- manage a 3D asset when moving through a CG pipeline
- give and receive constructive criticism
- follow the direction through 1:1 and/or in production teams.

Competences

Students should develop competences to:

- develop an idea for a character in accordance with the assignment brief or project style guide and analyse the quality and ambition level vs. available time and resources
- formulate learning objectives in relation to the curricula and own developmental goals
- plan and carry out a character asset in accordance with the relevant industry standards and practices
- select and apply a relevant workflow method for the production in question
- work in a team and follow directions and collaborate with team members
- set and meet deadlines based on a structured working process.

5.1.3 ECTS credits

The core area is equivalent to 30 ECTS credits.

5.2 Graphic and Digital Environment Development and Design: Theory, methods and techniques

The objective of this core element is for the CG Art students to gain knowledge of the aesthetic technical and collaborative aspects of environment development, design and implementation of assets. The purpose of the programme element is for students to develop skills to analyse, plan and produce environments for a variety of different styles and media in various contexts. Students will strengthen their skills for environment development and designs and, as members of production teams, also on related tasks for implementing assets into an animation production.

5.2.1 Content

The core area includes:

- Procedures and workflows in industry standard 3D software
- Environment development and design
- Design and creation of props
- Compiling shaders
- Modelling and UV mapping environment techniques and workflows
- Analysing hard surface vs. organic modelling
- Texturing props and environments
- Understanding lighting principles
- Translation of 2D production design to 3D environment
- The relationship between shaders, lighting, rendering and compositing within a CG pipeline
- Appreciation of 2D projection in a 3D environment
- Set dressing
- Working with live-action environments
- Working with HDRI and photogrammetry sets to match and simulate lighting conditions from a live-action environment
- Understanding procedural textures vs bitmap textures
- Multi-pass compositing, recreating the beauty-pass in comp
- Integration techniques for CG elements to match a live-action environment
- Understanding non-biased render engines.

5.2.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- how to implement reference resources
- developing and designing for environments
- workflow, methods and translation when working with 2D, 2½D and 3D environments
- awareness of how the environment design is influenced by the characters' performance; setting the stage
- procedural shading and how that can supplement texturing
- how to simulate lighting conditions in various settings from 2D, 2½D, full CG and live action
- how to set up render passes from 3D software
- how a render engine works to ensure efficiency and quality in renders
- 3D render passes and how they can be utilised in compositing
- how to set up a multi-pass compositing – with focus on recreating the beauty-pass in comp to allow for maximum flexibility and efficiency in compositing
- composting integration techniques to match a live-action environment
- following direction through 1:1 with director/teacher and in a team with collaborators/classmates
- basic planning, pipeline and management of a character asset.

Skills

Students should acquire the skills to:

- implement the use of reference resources
- design environments and consider the translation of the designs from 2D, 2½D,3D and live-action integration
- plan, develop, analyse and apply a relevant environment workflow in cg
- analyse, develop and apply procedural shading
- simulate lighting conditions in various settings from 2D, 2½D, full cg and/or live action
- set up render passes
- work with a render engine efficiently while preserving quality
- analyse and apply with 3D render passes efficiently for compositing
- analyse and apply with a multi-pass compositing setup - with focus on recreating the beauty-pass in comp to allow for maximum flexibility and efficiency in compositing
- work with composting integration techniques to match a live-action environment
- plan, prepare pipeline and manage an environment asset
- give and receive constructive criticism
- follow the direction through 1:1 and/or in production teams.

Competences

Students should develop competences to:

- develop an idea for an environment in accordance with the assignment brief or project
- style guide and analyse the quality and ambition level vs. available time and resources
- formulate learning objectives in relation to the curricula and own developmental goals
- plan and prepare an environment asset in accordance with the relevant industry standards and practices
- select and apply a relevant workflow method for the production in question

- work in a team and follow directions and collaborate with team members
- set and meet deadlines based on a structured working process.

5.2.3 ECTS credits

The core area is equivalent to 15 ECTS credits.

5.3 Digital-based Production Process for Computer Graphic Arts

The objective of this core element is for the CG Art students to start the process of gaining knowledge of the software and pipeline of animation production from the point of view of the Computer Graphic Arts. Later in their education, the students will work on a collaborative project in which they will create prototypes, analyse the production, research and develop CG aspects followed by pre-production planning, CG shot production and post-production, considering resources, pipeline, style and methods. They will work within a team to develop and produce the shots with a consistent style related to the arc of the tone of the story development within the edit. In some cases, this may relate to a film or interactive media.

5.3.1 Content

The core area includes:

- CG software interface and workflows for production
- CG and visual design research and development
- Planning look development
- CG shot production
- CG production meetings
- Post-production.

5.3.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- preparation, planning and management methods and tools for CG production
- CG software interface and workflows for production
- project resources, R & D, working with director and/or story and design teams to analyse and develop the edit and design to implement the visual style within the economic framework
- look tests and style development: defining style and workflow in relation to tone and genre and resources
- creating a style guide for the production
- rig testing and communication with the animators
- working as a CG team to develop a consistent look within the visual style and content of the story and character's arc
- working as a team to develop a workflow of production meetings for reviews of the edit and critique of the work
- post-production, adding the subtle details and level of polish within the framework of the production style and resources

- character and performance engineering: how rig set-up affects animation style and vice versa.

Skills

Students should acquire the skills to:

- further develop existing skillset in CG Arts
- make visual look tests to develop the style: defining style and workflow in relation to tone and genre and resources
- create and/or follow a style guide direction for production
- carry out rig testing and communicate with the animators
- deliver a consistent post-production, adding the subtle details and level of polish within the framework of the production style and resources
- create a character rig that works for the performance required.

Competences

Students should develop competences to:

- plan and hold CG team meetings
- analyse and develop the edit and design to implement the visual style that defines the priority of the resources and time for the shots
- analyse their shots to complete the CG tasks for the deadline
- work as a CG team to develop consistent character and environment assets within the visual style and content of the story and character's arc.

5.3.3 ECTS credits

The core area is equivalent to 30 ECTS credits.

6 Compulsory Programme Elements

The PBA in Animation consist of 7 compulsory programme elements that are common to the Character Animation Line and the Computer Graphic Arts Line. The common compulsory programme elements are equivalent to 65 ECTS credits.

Furthermore, there are 8 compulsory programme elements specific for the Character Animation Line and 8 for the Computer Graphic Arts Line. For each line the compulsory programme elements equivalent 75 ECTS credits.

The compulsory programme elements must all be passed to complete the PBA in Animation. The compulsory programme elements are based on the core areas and consists of ECTS credits from these. The tables below illustrate which core areas the compulsory programme elements are based on.

Common Core Areas – 65 ECTS	Program elements
Character Animation and Computer Graphic Arts	• Animation and Film Studies
Visual Communication and Presentation	• Design • Visual Storytelling and Cinematography
Animation Production, Technology and Industry	• Pre-Production Methods and Workflow • Production Methods and workflow • Career Design • Animation Industry & Business

Character Animation Line Core Areas – 75 ECTS	Program elements
2D Character Animation	• Animation Basics 1 • Animation Basics 2 • Animation Stylisation
3D Character Animation	• Animation Basics 3 • Advanced Animation
Digitally Based Production for Animators	• Animation Software and Production 1 • Animation Software and Production 2 • Cross Professional Collaboration for Animation

CG Arts Line Core Areas – 75 ECTS	Program elements
Graphic and Digital Character Development and Design	• Character 1 • Character 2 • Character 3: Rigging for Animation
Graphic and Digital Environment Development and Design	• 3D Workflow • 2D Workflow
Digitally Based Production Processes for Computer Graphic Arts	• CG Art Software 1 • CG Art Software 2 • Cross Professional Collaboration for CG Arts

The common compulsory programme elements and the compulsory programme element specific for each line are described below.

For placement of each programme element in the programme structure, please see section 14.

7 Common Compulsory Programme Elements

7.1 Design

Strong design and image compositional skills enabling students to create the exact expression desired for a specific visual story are essential to all other activities and courses of the PBA Programme in Animation. Therefore, design is a focus area in the first part of the course programme.

This programme element relates to the common core area "Visual Communication and Presentation".

7.1.1 Content

The program element covers:

- Animation design theory and principals
- Image composition theory
- Visual communication

7.1.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- Design theory, design thinking, methods, tools and processes for animation
- how pictures communicate in a complex interaction between motive, composition and stylistics, etc.

Skills

Students should acquire the skills to:

- master design techniques and tools and employ methods for building, maintaining and sharpening their design skills
- study, imitate and learn from trendsetting designers within the field of animation, vfx and games and other visual mediums.
- use form and research-based methods for designing visual elements – character, environments and props.

Competences

Students should develop competences to:

- through hands on experience, develop the passion for going outside of their comfort zone and finding holes in their visual communication knowledge, skillset and abilities that they would like to develop
- visualise their own and others' messages using a high level of design skills
- adopt an analytical perspective to design that makes it possible for them to analyse and correct weaknesses of a design and identify appropriate and applicable design principals to their own or others' design problems.

7.1.3 ECTS credits

The programme element is equivalent to 10 ECTS credits.

7.1.4 Exams

The learning objectives of the programme element are tested at the 1st semester exam (for more details on Exams, see section 17 and 18).

7.2 Pre-Production Methods and Workflow

Animation is a complex form of expression. Thorough planning in preproduction is required to make a production that communicates clearly and dynamically the genre, tone and theme. Understanding the tools of pre-production as a blueprint for the project is the aim of this core area. Furthermore, production collaboration, organisation and management theory and tools will be introduced. The objective of this programme element is to familiarise students with the processes, creative tasks, planning, management and collaboration involved in pre-production of an animated production. This programme element relates to the common core area "Animation Production, Technology and Industry".

7.2.1 Content

The programme element covers:

- Storyboard, concept, design, layout and story development and how they influence each other
- Systematic approaches to planning and creating an animation production
- Pre-production for an animated production
- Defining the pre-production roles, their responsibilities, connection and cross-over.

7.2.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- Pre-production for animation and its importance to the overall production process, including the role of scope, planning and management.
- The language of storyboard in theory and in practice
- Layout theory and practice
- Character design in theory and practise
- Narrative genres, tools and strategies
- Target audiences and how to develop story and visual aimed at a specific audience.

Skills

Students should acquire the skills to:

- Create a structured workflow and production plan for a concrete animation project.
- Communicate a story or message to an audience using storyboard, animatic, edit and visual development

- Produce layout for an animated production
- Give estimates of worktime and track progress
- Create a story based on a brief and for a specific target audience.

Competences

Students should develop competences to:

- Create storyboard and/or visual development.
- Create and engage in efficient pre-production
- Balance artistic choices with resources, timelines and audience
- Create, analyse and utilise the team's group work protocol and their role
- Collaborate, delegate and communicate clearly within a group.

7.2.3 ECTS credits

The programme element is equivalent to 15 ECTS credits.

7.2.4 Exams

The learning objectives of the programme element are tested at the 2nd semester exam (for more details on Exams, see section 17 and 18).

7.3 Animation and Film Studies

This programme element will focus on advancing the students' knowledge of animation history, narrative storytelling and film theory in practice. Students will get focus on narrative storytelling while working with and analysing animated films regarding adaptation- and film theory and practice. With an emphasis on storytelling in different communities and text analyses regarding the adaptation of literary works to animated films, students will develop an understanding of which choices are being made while adapting literature for animation. This programme element will strengthen students' capabilities of analysing, using theory and writing a paper following academic standards.

This programme element relates to the common core area "Character Animation and Computer Graphics Art".

7.3.1 Content

The programme elements cover:

- Narrative and animation history
- Adaptation from literary works to animated films
- Film and animation theory in practice.

7.3.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- Narrative and film history
- Animated film analysis
- Analysing literary works in use of adaptation for animation
- Introduction to film theory.

Skills

Students should acquire the skills to:

- perform and apply research to animation productions of the past and use this as a basis for developing and producing their own production.

Competences

Students should develop competences to:

- create animation and CG art within the context of contemporary work
- explore beyond what has been done to find their own voice or innovation of the media.
- Using film and animation theory and analysis to understand the link between theory and practice.

7.3.3 ECTS credits

The programme element is equivalent to 5 ECTS credits.

7.3.4 Exams

The learning objectives of the programme element are tested at the 4th semester exam (for more details on Exams, see section 17 and 18).

7.4 Visual Storytelling and Cinematography

The objective for this course is to provide students with a comprehensive understanding of visual storytelling and cinematography techniques in both live action and animation. Students will learn to effectively communicate their ideas through clear staging, editing, and screen direction, as well as through the artistic use of visual language to convey the intention of the film. Through practical assignments and projects, students will gain hands-on experience in developing compelling visual narratives that engage and captivate audiences. By the end of the course, students will have acquired both technical and artistic skills in visual storytelling and cinematography, enabling them to effectively convey their creative ideas.

This programme element relates to the common core area “Visual Communication and Presentation”.

7.4.1 Content

The programme elements cover:

- Visual storytelling
- Basic dramaturgy, including narrative dynamics and structure
- Cinematography – Cinematic design.
- Idea development
- Story & Concept
- Previs.

7.4.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- Best practices in visual storytelling to create clear and compelling narratives.
- How to effectively communicate simple stories using the power of visual language.
- Applying cinematic design principles, including location, staging, camera, lighting, composition, and editing, to strengthen visual storytelling.
- Referencing for characters and props/environments to maintain consistency and accuracy in design.
- How to use pacing and staging to maintain audience interest and effectively convey the story.
- Working with a client to develop a project with a commercial focus, tailor the visual storytelling approach to suit the target audience and prepare a professional pitch that communicates the project's vision and benefits.

Skills

Students should acquire the skills to:

- Create concise and expressive scenes that implement an overall plot structure effectively and pitch to a client.
- Identify and utilise visual genres and stylistic tools to communicate the themes of the story.
- Doing work for hire
- Self-assess abilities and production scope.

Competences

Students should develop competences to:

- Understand how to use cinematography as a powerful tool for visual storytelling.
- Work with clients.
- Engage in creative development, and effectively communicate and collaborate with team members and stakeholders.
- Give and receive feedback.

7.4.3 ECTS credits

The programme element is equivalent to 10 ECTS credits.

7.4.4 Exams

The learning objectives of the programme element are tested at the 4th semester (for more details on Exams, see section 17 and 18).

7.5 Animation Industry & Business

The objective of this programme element is for the students to gain insights into the animation industry, the different career paths open to them and the actions they need to take to accomplish their desired path. Through a series of lectures, individual guidance and feedback and self-study, the students will be assisted in how to perform early career design by using elements such as research, mentorships, planning and communication. This programme element relates to the common core area "Animation Production, Technology and Industry".

7.5.1 Content

The programme element covers:

- Animation industry business areas and models
- Career paths.

7.5.2 Learning Objectives

Knowledge

Students should acquire knowledge of:

- The wider animation and creative industry
- Researching career paths and staying updated on trends
- Finding and using mentors.

Skills

Students should acquire the skills to:

- Reflect and research on their future goals
- Identify what's needed to increase their employability
- Stay updated in industry trends.

Competences

Students should develop competence to:

- Research and reflect on their plans to prepare for it in the most efficient way including choosing electives, projects, what to build for their portfolio and how to change plans if needed.

7.5.3 ECTS credits

The programme element is equivalent to 5 ECTS credits.

7.5.4 Exams

The learning objectives of the programme element are tested at the 4th semester exam (for more details on Exams, see section 17 and 18).

7.6 Career Design

The objective of this programme element is to introduce students to theory and practice of career design, how the industry operates and how they can utilise their skills and knowledge to engage with it in a meaningful way. This programme element relates to the common core area "Animation Production, Technology and Industry".

7.6.1 Content

The programme element covers:

- Building a professional profile
- Networking
- Industry overview and knowledge
- Business models and how they influence workforce.

7.6.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- Different career paths
- The industry and how they relate to it
- Rights and contracts
- How to present oneself online and in person.

Skills

Students should acquire the skills to:

- Build a professional profile incl. a portfolio and CV
- Research and pursue opportunities for themselves
- Expand their network.

Competences

Students should develop competences to:

- Analyse their skills and abilities to make informed decisions on how to achieve their chosen career path.

7.6.3 ECTS credits

The programme element is equivalent to 5 ECTS credits.

7.6.4 Exams

The learning objectives of the programme element are tested at the 5th semester exam (for more details on Exams, see section 17 and 18).

7.7 Production Methods and Workflow

In this programme element, the students will develop and create a project within animation. The objective of this programme element is for students to become knowledgeable of all the processes involved in going from pre-production to production as well as working with colleagues in various roles.

This programme element relates to the common core area "Animation Production, Technology and Industry".

7.7.1 Content

The programme element covers:

- Systematic approaches to planning and creating animation production
- Collaboration and group dynamics.

7.7.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- The workflow of a production, from early development to final product
- In-depth working processes for production and planning.

Skills

Students should acquire the skills to:

- structure a workflow for a concrete animation production
- adapt their pipeline, folder structure and production plan to fit their team and production
- give estimates of their working time and track their progress
- work collaboratively by contributing actively to the project.

Competences

Students should develop competences to:

- participate in the planning of the production, balancing artistic choices with resources and time
- analyse, utilise and edit the team's group work protocol
- practice clear communication with their team and supervisors.

7.7.3 ECTS credits

The programme element is equivalent to 15 ECTS credits.

7.7.4 Exams

The learning objectives of the programme element are tested at the 6th semester exam (for more details on Exams, see section 17 and 18).

8 Character Animation Line Compulsory programme elements

8.1 Animation Basics 1

Students will develop their draughtsmanship and develop their understanding of what it means to draw for animation. They will be introduced to the fundamental principles of animation and apply these in practice in 2D animation basic assignments. The process of creating a 2D animation scene will be thoroughly researched, analysed and applied from planning, to keys, to the inbetweening stage. Students will gain insight into various working methods to analyse and develop their own workflow. Furthermore, the initial physicality and acting theory will be translated into the animation media.

This programme element relates to the core area for the Character Animation Line: "2D Character Animation Theory, Methods and Techniques".

8.1.1 Content

The program element covers:

- Construction and drawing for animation
- Animation principles
- Introduction to traditional paper and digital 2D animation.

8.1.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- basic drawing for animation
- basic animation principles applied in 2D animation.

Skills

Students should acquire the skills to:

- develop and apply their craftsmanship for the 2D animation medium
- plan and execute the animation scene from thumbnails to the inbetweening stage
- analyse and apply relevant 2D animation workflow methods.

Competences

Students should develop competences to:

- develop and carry out an idea for the animation scene following the necessary animation stages.

8.1.3 ECTS credits

The programme element is equivalent to 10 ECTS credits.

8.1.4 Exams

The learning objectives of the programme element are tested at the 1st semester exam (for more details on Exams, see section 17 and 18).

8.2 Animation Basics 2

In this programme element, students will explore the fundamentals of physicality and begin to touch upon acting in 2D animation.

The students will begin to analyse and apply a character's movement and attitude for the intended performance to impact the audience. Students will gain insight into how to create believable and consistent characters through 2D animated performance.

This programme element relates to the core area for the Character Animation Line: "2D Character Animation Theory, Methods and Techniques".

8.2.1 Content

The program element covers:

- Physicality animation
- Acting animation
- Movement cycles.

8.2.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- how physicality and acting principles translate into animation.

Skills

Students should acquire the skills to:

- analyse and apply physicality principles relevant for 2D
- analyse and apply acting principles relevant for 2D animation.

Competences

Students should develop competences to:

- maintain strong observational skills and successfully use reference materials
- portray a believable character with a clear intention to impact the audience
- analyse and improve their animation workflow.

8.2.3 ECTS credits

The programme element is equivalent to 10 ECTS credits.

8.2.4 Exams

The learning objectives of the programme element are tested at the 1st semester exam (for more details on Exams, see section 17 and 18).

8.3 Animation Stylisation

In this programme element, students will study animation stylisation through analysis, development and execution of various animation styles. Furthermore, students will learn how to follow direction to create a consistent animation style as an animation team. As the study content progresses, students will be introduced to working with more complex animation scenes, including character's speech. In addition, clean-up techniques and methods will be introduced and explored.

This programme element relates to the core area for the Character Animation Line: "2D Character Animation Theory, Methods and Techniques".

8.3.1 Content

The program element covers:

- Designing for stylisation
- Monologue animation
- Clean-up animation.

8.3.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- how to develop and adapt to a character design and animation style
- how to animate efficiently
- following direction in a specific animation style
- working with monologue and lip-sync in 2D animation
- clean-up techniques and methods.

Skills

Students should acquire the skills to:

- analyse and create various character designs and animation styles for production
- analyse and apply how physicality and acting principles translate into various animation styles
- animate a 2D scene with character speech
- portray a character's movement, emotion and intention through physicality and acting
- clean up animation.

Competences

Students should develop competences to:

- Apply basic animation principles to achieve stylisation
- maintain a consistent animation style in relation to the overall production
- adapt to various animation styles
- select and perform a relevant workflow method for the respective production.

8.3.3 ECTS credits

The programme element is equivalent to 5 ECTS credits.

8.3.4 Exams

The learning objectives of the programme element are tested at the 2nd semester exam (for more details on Exams, see section 17 and 18).

8.4 Animation Software and Production 1

In this programme element, students work with various 2D software and analyse the tools versus the style and needs of the production. Furthermore, they will learn tips, tools and shortcuts to speed up their workflow while applying them to an animation production.

This programme element relates to the core area for the Character Animation Line: "Digitally based production for animators".

8.4.1 Content

The program element covers:

- 2D software, interface, pipeline, tips, tools and shortcuts
- Animation Shot-Production.

8.4.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- analysing design and style to select the most efficient, digital workflow.
- Transition from pre-production to shot-production
- Animation shot-production planning and management
- Creative collaboration.

Skills

Students should acquire the skills to:

- Utilise the relevant software suitable for the specific production/artwork
- Apply basic animation principles to digital animation processes
- Implement the most efficient workflows
- Engage in collaborative group work
- Assess own skills and abilities and communicate them clearly.

Competences

Students should develop competences to:

- use fundamental animation principles in digital animation
- transfer knowledge of one digital software to learning about a new software
- Work efficiently within a specific style
- Work efficiently in a group in one or more specific roles.

8.4.3 ECTS credits

The programme element is equivalent to 10 ECTS credits.

8.4.4 Exams

The learning objectives of the programme element are tested at the 2nd semester exam (for more details on Exams, see section 17 and 18).

8.5 Animation Software and Production 2

In this programme element, students advance their understanding of various 3D software and analyse the tools versus the style and needs of the production. Furthermore, they will learn tips, tools and shortcuts to speed up their workflow on production.

This programme element relates to the core area for the Character Animation Line: “Digitally based production for animators”.

8.5.1 Content

The program element covers:

- 3D software, interface, workflow, tips, tools and shortcuts
- Realtime engine workflows.

8.5.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- working with various digital software for linear and non-linear storytelling
- how to best use the software for specific designs and animation styles
- how to speed up the animation process
- how to apply animation principles to various 3D animation process.

Skills

Students should acquire the skills to:

- utilise the relevant software suitable for the specific production/artwork
- apply basic animation principles to 3D animation processes
- speed up the animation process.

Competences

Students should develop competences to:

- translate knowledge of traditional animation processes into3D animation
- transfer knowledge of one digital software to learning about a new software
- understand the pros and cons of various software.

8.5.3 ECTS credits

The programme element is equivalent to 5 ECTS credits.

8.5.4 Exams

The learning objectives of the programme element are tested at the 3rd semester exam (for more details on Exams, see section 17 and 18).

8.6 Animation Basics 3

This programme element aims to familiarise the student with 3D working methods while re-visiting the basic principles of animation. Eventually the programme leads to analysing and applying a simple bi-pedal character in physics-based assignments. There will be a focus on physics and truth to materials and the advantages of working in 3D software.

This programme element relates to the core area for the Character Animation Line: “3D Character Animation”.

8.6.1 Content

The program element covers:

- Basic principles of 3D animation

- Turn, swing, bow, walk, run
- Weight shift, lift.

8.6.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- basic animation principles applied in 3D animation
- Various animation workflows for 3D including the various phases: planning, blocking, splining and polishing.
- how physicality translates into 3D animation
- the Cartesian coordinate system
- the basic operations an animator performs on a 3D object
- forward (FK) and inverse kinematics (IK)
- how to create and use video reference
- the basics of modelling and rigging, lighting, and rendering.

Skills

Students should acquire the skills to:

- Plan, block, spline and finish bi-ped character animations in 3D
- implement the 12 animation principles in a 3D animated scene
- Understand and apply constraints, parenting and the graph editor
- switch between inverse kinematics (IK) and forward kinematics (FK)
- analyse and apply the relevant 3D animation workflow
- apply and explore basic physicality and acting principles relevant for 3D animation
- analyse their work in relation to the applied theory and practice of 3D animation.

Competences

Students should develop competences to:

- Apply animation principles and techniques to create expressive and engaging characters in 3D animation
- Follow a 3D workflow
- Use interaction with a prop to add character-specific traits and add to the character's performance
- create a convincing character with clear gesture and attitude
- to effectively tell a story without dialogue
- apply basic lighting and render out a basic shot.

8.6.3 ECTS credits

The programme element is equivalent to 15ECTS credits.

8.6.4 Exams

The learning objectives of the programme element are tested at the 3rd semester exam (for more details on Exams, see section 17 and 18).

8.7 Advanced Animation

In this programme element, students begin working with more complex animation tasks and continue to expand on the work methods in 3D animation. The purpose of this element is to provide students with the competencies to independently create advanced animation assignments that mirror an animation shot in a production.

Students learn to analyse and apply references to bi-ped and multi-legged characters and/or creatures using more advanced 3D tools and techniques.

This programme element relates to the core area for the Character Animation Line: "3D Character Animation".

8.7.1 Content

The program element covers:

- Parkour
- Interaction animation.
- Animation of multi-legged characters and/or creatures.

8.7.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- Advanced 3D animation tools and techniques
- How to develop and adapt to a specific animation style
- Advanced physicality and body mechanics
- The anatomy, movement and behaviour of the multi-legged characters and/or creatures
- Working with multiple characters in 3D animation scenes
- Acting and character-specific traits.
- Polishing techniques in animation.

Skills

Students should acquire the skills to:

- Analyse the movement of characters including multi-legged characters and/or creatures
- Break down an action into its sub-parts
- Polish animation, adding secondary actions and nuance
- Animate a scene with interacting characters
- Develop contrasts and clear staging in the characterisation of the emotion of each character, making it clear who is the lead in the interaction
- Use weight, momentum and balance correctly

- Understand the physics of the interaction and how it affects each character
- Use inverse kinematics or forward kinematics when appropriate.

Competences

Students should develop competences to:

- Animate complex animation scenes
- Animate multi-legged characters and/or creatures
- Portray a character's movement and acting, taking animation style into consideration
- Animate a character in full action
- Animate scenes with multiple characters.

8.7.3 ECTS credits

The programme element is equivalent to 10 ECTS credits.

8.7.4 Exams

The learning objectives of the programme element are tested at the 3rd semester exam (for more details on Exams, see section 17 and 18).

8.8 Cross Professional Collaboration for Animation

This programme element enables the students to use all the knowledge gained so far to enter a cross professional collaboration. The objective is to define the scope for a production, considering their own skills and what the project needs.

This programme element relates to the core area for the Character Animation Line: "Digitally based production for animators".

8.8.1 Content

The programme element covers:

- Cross professional collaboration
- Defining a project scope.

8.8.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- their own role as animators in relation to defining a project scope
- other educations and students within the creative field.

Skills

Students should acquire the skills to:

- collaboratively define a project scope, incl. predicting level of difficulty and time estimations for tasks
- structure a workflow for an animation production with other students
- make a work agreement internally in the team.

Competences

Students should develop competences to:

- clearly communicate their craft and skills in animation to others
- expand their network through collaboration.

8.8.3 ECTS credits

The programme element is equivalent to 10 ECTS credits.

8.8.4 Exams

The learning objectives of the programme element are tested at the 5th semester exam (for more details on Exams, see section 17 and 18).

9 Computer Graphic Arts Line Compulsory Programme Elements

9.1 3D Workflow

The objective is for students to gain knowledge of the CG pipeline through theory, methods and techniques in the design and creation of 3D assets, processing the assets through a 3D pipeline and how to use them in a 3D Digital Environment. During this programme element, students will also develop their knowledge and skills to design and create assets based on a theme and style guide. Students will strengthen their skills for graphic and digital environment design as well as related and supporting tasks for implementing their assets in CG productions as part of a production team.

This programme element relates to the core area for the Computer Graphic Arts Line: “Graphic and Digital Environment Development and Design: Theory, Methods and Techniques”.

9.1.1 Content

The program element covers:

- Environment design
- Modelling and UV mapping environments
- Texturing environments
- Lighting materials
- Rendering and compositing.

9.1.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- reference resources and how to utilise them to create concept images
- workflow within a CG pipeline for environments
- analysing and implementing environment design
- analysing and implementing CG modelling techniques and workflows
- analysing hard surface vs. organic modelling
- asset and shader creation and management
- texturing and lighting fundamentals
- look development fundamentals
- rendering fundamentals.

Skills

Students should acquire the skills to:

- reference resources to create concept images
- develop and implement workflow in a CG pipeline
- analyse and create environment design based on a brief
- analyse and implement CG modelling techniques and workflows
- analyse geometry
- create and manage assets, shaders, textures, and lighting for environments
- create and manage basic look development for environments
- create and manage rendering for environments.

Competences

Students should develop competences to:

- develop an idea for an environment scene according to a brief
- select and apply a relevant method, following the stages of the CG workflow
- follow direction and work collaboratively
- give and receive constructive feedback.

9.1.3 ECTS credits

The programme element is equivalent to 10 ECTS credits.

9.1.4 Exams

The learning objectives of the programme element are tested at the 1st semester exam (for more details on Exams, see section 17 and 18).

9.2 CG Art Software 1

This programme element will introduce students to the main tools for CG Art work and productions. The students will learn interface and workflows and how to transfer this knowledge across software packages.

This programme element relates to the core area for the Computer Graphic Arts Line: “Digitally Based Production Processes for GC Arts”.

9.2.1 Content

The program element covers:

- Intro to basic tools for visual development and storytelling
- Intro to 3D Software
- 3D Software 2.

9.2.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- interface and workflow of the software
- the basic functions and techniques in industry-standard software
- how to transfer knowledge across software platforms
- workflow optimisation in relation to software tools.

Skills

Students should acquire the skills to:

- analyse which software to use for the task
- select and use the relevant software when required
- determine the correct workflow for the assignment or project.

Competences

Students should develop competences to:

- maintain their knowledge base and further develop their understanding of the standard tools and software used in the industry
- find and use relevant online resources to learn and problem solve issues.

9.2.3 ECTS credits

The programme element is equivalent to 10 ECTS credits.

9.2.4 Exams

The learning objectives of the programme element are tested at the 1st semester exam (for more details on Exams, see section 17 and 18).

9.3 Character 1

The objective of this programme element is for students to gain knowledge of graphic & digital character development through theory, methods and techniques in the design and creation of a 3D biped.

Students will gain knowledge and skills within concept, design and the process of creating and managing assets through a 3D pipeline of modelling and sculpting. Students will strengthen their skills for graphic & digital character development to a style brief of semi realism. Furthermore, students will be introduced to the animation and rigging principles for characters.

This programme element relates to the core area for the Computer Graphic Arts Line: "Graphic & Digital Character Development and Design: Theory, Methods and Techniques Content".

9.3.1 Content

The program element covers:

- Anatomy
- Character modelling
- Animation
- Rigging.

9.3.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- concept and design of a biped character
- fundamentals of human anatomy
- analysing and implementing CG modelling techniques and workflows
- analysing and implementing CG sculpting techniques and workflows
- understanding CG displacement
- introduction to rigging for character posing and animation
- fundamentals of animation principles.

Skills

Students should acquire the skills to:

- analyse and implement the concept and design of a biped character
- analyse and implement human anatomy
- analyse and implement CG modelling techniques and workflows for bipeds
- analyse and implement CG sculpting techniques and workflows for bipeds
- analyse and implement CG displacement for bipeds

- rig a character for posing and animation
- make an animation test
- communicate with an animator about the needs of the rig for the character.

Competences

Students should develop competences to:

- select and apply a relevant method, following the stages of the CG workflow
- set their own learning goals in relation to the outlined learning objectives of the curriculum
- follow direction and work collaboratively
- give and receive constructive criticism.

9.3.3 ECTS credits

The programme element is equivalent to 10 ECTS credits.

9.3.4 Exams

The learning objectives of the programme element are tested at the 2nd semester exam (for more details on Exams, see section 17 and 18).

9.4 2D workflow

The objective is for students to gain knowledge of Graphic & Digital Environment Development through theory, methods and techniques creating backgrounds and compositing for a 2D workflow and understanding a 2D pipeline.

Students will design, conceptualise, create and process assets and backgrounds within a 2D pipeline and engage in compositing of the scenes. The purpose of the programme element is for students to develop skills to design and finalise scenes for 2D animation, working in a variety of different styles and media and in various contexts. Students will strengthen their skills for implementing their assets in CG productions as part of a production team.

This programme element relates to the core area for the Computer Graphic Arts Line: "Graphic & Digital Character Development and Design: Theory, Methods and Techniques Content".

9.4.1 Content

The program element covers:

- Projections for 2½D environments
- Render and compositing for 2½D environments
- Backgrounds and compositing for the short-short film
- Concept design.

9.4.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- working from storyboard to compositing on a 2D production
- how to develop and adapt to a visual style a background for a production
- how to create an efficient workflow from layout, background and compositing
- following direction in a specific visual style, through 1:1 with director/teacher and in a team with collaborators/classmates
- concept and design for 2D key shots, backgrounds and projections
- composition and cinematography
- compositing renders
- the workflow for 2D productions.

Skills

Students should acquire the skills to:

- translate a storyboard into a layout and final production
- analyse the key shots for potential projections
- analyse and implement a concept and design for 2D key shots, backgrounds and potential camera projections
- analyse and implement the composition and cinematography of a shot to relay the intention of the scene in regard to tone
- create compositing renders
- analyse and implement the relevant workflow
- reproduce and/or develop an environment design and visual style relevant for the production
- create an efficient workflow from layout, background and compositing
- follow the direction through 1:1 and in production teams
- develop an idea for the key shot in accordance with the assignment, analysing the quality and ambition level vs. available time and resources.

Competences

Students should develop competences to:

- maintain a consistent visual style in relation to the overall production
- adapt to various visual styles
- select and perform a relevant workflow method for the respective production
- work in a team following the given direction.

9.4.3 ECTS credits

The programme element is equivalent to 5 ECTS credits.

9.4.4 Exams

The learning objectives of the programme element are tested at the 2nd semester exam (for more details on Exams, see section 17 and 18).

9.5 Character 2

The objective of this programme element is for students to gain knowledge of the aesthetic, communicative, and technical aspects of creature character development, design and creation of assets. The students will study the anatomy of animals and their functional relationship with the environments. Students will develop, design and create a CG character to be implemented in the following programme element, Look Development.

This programme element relates to the core area for the Computer Graphic Arts Line: "Graphic and Digital Character Development and Design: Theory, Methods and Techniques".

9.5.1 Content

The program element covers:

- Design
- Modelling and sculpting workflow and technique for multi-legged characters
- UV mapping and texturing.

9.5.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- anatomy of animals
- how to translate complex 2D designs into 3D
- creating concept images and understanding of reference resources
- 3D modelling, sculpting and texturing techniques and workflows
- UV mapping techniques and workflow
- understanding of CG displacement.
- relevant software.

Skills

- analyse and implement a concept and design of a creature character with consideration to functionality, environment and living conditions
- analyse and implement multi-legged anatomy
- communicate the character's movement
- analyse and implement CG modelling, sculpting and texturing techniques and workflows for multi-legged characters
- analyse and implement CG displacement for creatures
- understand the relation between topology, UV and texturing maps and how to cultivate an efficient workflow
- understand low, mid and high frequency details and where to generate what within a modelling and texturing workflow
- operate relevant software
- implement a consistent folder structure and pipeline for this assignment.

Competences

Students should develop competences to:

- create a creature character based on a brief and communicate its functionality
- perform a relevant work method, following the stages of the CG workflow
- set and meet deadlines based on a structured working process
- give and receive constructive criticism.

9.5.3 ECTS credits

The programme element is equivalent to 15 ECTS credits.

9.5.4 Exams

The learning objectives of the programme element are tested at the 3rd semester exam (for more details on Exams, see section 17 and 18).

9.6 Character 3: Rigging for Animation

The purpose of this programme element is for students to further grow their knowledge of the technical and communicative aspects for creation of a functional 3D character assets for animation. Building on their knowledge of anatomy and basic rigging, students will be able to translate their 2D designs into functional CG assets.

This programme element relates to the core area for the Computer Graphic Arts Line: Graphic and Digital Character Development and Design: Theory, Methods and Techniques.

9.6.1 Content

The program element covers:

- basic understanding of the anatomy rigs: mesh, skeleton and controls
- prop rigging for animation
- character rigging for animation
- CG planning and workflow.

9.6.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- How shape, volume and proportion shapes affect character performance for animation
- Rigging for animation
- Working with references, hierarchies, spaces, object rotation orders
- Basic understanding of attributes, connections and constraints
- Blend shapes
- Alembic caching
- Communicating with the animators about the character's needs for performance.

Skills

Students should acquire the skills to:

- analyse the animatic and previs for the rig's functionality
- rig an asset and make it production-ready for animation
- implement a consistent folder structure and pipeline for such an assignment within the team.

Competences

Students should develop competences to:

- Rig and skin a character with body and facial controls useable for animation
- Communicate functionality with animators
- Use referencing for characters
- Give and receive constructive criticism.

9.6.3 ECTS credits

The programme element is equivalent to 5 ECTS credits.

9.6.4 Exams

The learning objectives of the programme element are tested at the 3rd semester exam (for more details on Exams, see section 17 and 18).

9.7 CG Art Software 2

This programme element introduces more advanced software for both compositing and rendering for both full linear CG production, immersive formats and CG integration in live action.

Students will gain insight into the interface, uses and workflow of relevant software. The programme element also uses the software as a way of understanding the entirety of the pipeline and helping students to improve their workflow. Students will gain understanding of what can be achieved in by the right use of passes, render layers, 3D-space in compositing software, projections, rendering etc.

This programme element relates to the core area for the Computer Graphic Arts Line: Digitally-Based Production Processes for Computer Graphic Arts.

9.7.1 Content

The program element covers:

- Compositing software
- Realtime engine renders and workflows
- Shot set-up, pipeline and workflow.

9.7.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- Game engine asset production pipelines
- Realtime engine pipelines
- digital image fundamentals
- the GUI
- colour channel management
- grading and colour correction
- node-based systems
- setting up render passes and layers in a node-based flow
- linear workflow
- working with 3D space in compositing
- how to create projections
- deep compositing and point clouds
- thorough understanding of the 3D pipeline and how compositing connects.

Skills

Students should acquire the skills to:

- assemble a shot from render passes
- target certain areas of an image using ID-passes
- set up a shot in 3D space and projecting the different elements of the image on cards
- work with point clouds and deep compositing
- work with live-action material
- grade and colour correct a show
- design an optimal workflow that gives a maximum of flexibility in terms of making changes to the shot.
- create and optimise assets for realtime rendering
- work comfortably within realtime workflows and asset servers.

Competences

Students should develop competences to:

- Work with digital images in a non-destructive way
- Assemble shots from render-passes
- Design and follow a workflow and making choices that allow for speed, creative freedom and flexibility
- Give and receive constructive criticism.

9.7.3 ECTS credits

The programme element is equivalent to 10 ECTS credits.

9.7.4 Exams

The learning objectives of the programme element are tested at the 3rd semester exam (for more details on Exams, see section 17 and 18).

9.8 Cross Professional Collaboration for CG Arts

This programme element enables the students to use all the knowledge gained so far to enter a cross professional collaboration. The objective is to define the scope for a production, considering their own skills and what the project needs.

This programme element relates to the core area for the Computer Graphic Arts Line: "Digitally Based Production Processes for GC Arts".

9.8.1 Content

The programme element covers:

- Cross professional collaboration
- Defining a project scope.

9.8.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- their own role as CG artists in relation to defining a project scope
- other educations and students within the creative field.

Skills

Students should acquire the skills to:

- collaboratively define a project scope, incl. predicting level of difficulty and time estimations for tasks
- structure a workflow for an animation production with other students
- make a work agreement internally in the team.

Competences

Students should develop competences to:

- clearly communicate their craft and skills in CG Arts to others
- expand their network through collaboration.

9.8.3 ECTS credits

The programme element is equivalent to 10 ECTS credits.

9.8.4 Exams

The learning objectives of the programme element are tested at the 5th semester exam (for more details on Exams, see section 17 and 18).

10 Internship as a part of the programme

As part of the PBA Programme in Animation, students must complete two periods of internship equivalent to a total of 30 ECTS credits.

The purpose of the internship is to give students a practice-based introduction to the areas covered by the course programme in a professional context.

10.1 Internship 1

The 1st internship period is during the 4th semester. During this internship, students gain experience working with a client, how to plan and manage a production within scope, pre-production and shot production of a commercial campaign to communicate a message of the client's choice to their desired target audience.

The working week is 35 hours. However, in busy periods, the student may expect to work more during periods prior to presentation. The group must evaluate their style and complexity in relation to their skillset, learning objectives and scope with their supervisors to manage creative ambitions with the scope of the production.

Prior to the internship, an agreement outlining the learning objectives of the internship will be prepared. To make sure that the internship meets these learning objectives, the internship host, the student and the educational institution collaborate on the terms and sign the agreement. The internship agreement must be completed prior to the commencement of the internship.

10.1.1 Learning objectives

Knowledge

Students should acquire knowledge of:

- Scoping a production and balancing resources, creative ambitions and timelines
- Transitioning from development to production
- Efficiently apply all stages of shot-production to an animated 3D production
- How to grow and build long lasting client and stakeholder collaboration.

Skills

Students should acquire the skills to:

- Move a production from pre-production to shot production
- Understand different roles and responsibilities on a production
- Assess own abilities and skills and communicate them clearly
- Engage in work for hire productions.

Competences

Students should develop competences to:

- Communicate within a team and with a client or stakeholder
- Collaborate internally and externally
- Work within scope
- Proactively engage in their own skills development

- Understand the full production pipeline
- Give and receive constructive feedback.

10.1.2 ECTS credits

The internship is equivalent to 10 ECTS course.

10.1.3 Exams

The learning objectives of the programme element are tested at the 4th semester exam (for more details on Exams, see section 17 and 18).

10.2 Internship 2

The second internship is during the 7th semester. The purpose of the internship is to give the student a practice-based introduction to the areas covered by the course programme in a professional context. Thus, the internship is a period of learning, and the studio (the internship host) commits to giving the student an opportunity to acquire the learning outcomes set in the internship agreement.

The internship must take place in companies operating within the areas covered by the course programme in Denmark or internationally. During the internship, the student will train their ability to translate knowledge into skills and competencies through working in a professional setting.

The student is required to take active part in finding a relevant internship company. Prior to commencement of the internship, the internship company must be approved by the educational institution. The educational institution will assess the relevance of the internship company to the course programme as well as the ability of the internship company to comply with the internship requirements, including supervising the intern's work and progress. The student will have a contact person at the company who will follow their progress and give feedback to their development.

The educational institution will prepare a list of internship companies and assists students in identifying relevant internship partners.

The internship must have a duration of at least ten weeks and must resemble a practice-based working day in a relevant professional context. The recommended work week is 37 hours per week. The student should be considered an apprentice, not a regular labour force.

The internship is unpaid, the student may receive an acknowledgement in appreciation for their work in the form of a small payment from the internship host. The amount must not exceed DKK 3.608 a month (2025) and is adjusted annually in accordance with the ministerial order no. 2672 (LEP bekendtgørelsen). It must not be offered as a pre-agreed amount similar to employment income.

The student must identify individual learning objectives and include them in the agreement using the template provided by the educational institution. To make sure that the internship meets these learning objectives, the internship company, the student and the educational institution collaborate on the terms and sign the agreement.

The student is responsible for getting the agreement signed by themselves, the internship company and the educational institution prior to the commencement of the internship.

The date of commencement of the internship period may vary depending on the agreement made with the internship company. However, the internship agreement must be completed prior to the commencement of the internship.

The educational institution is responsible for outlining the framework and terms set for the internship company as well as the student in the form of the internship agreement.

Copyright must be agreed by the student and the internship company when signing the internship agreement. The internship host may ask the student and the educational institution to sign a non-disclosure agreement.

10.2.1 Learning objectives

The aim is a practice-based introduction to the professional industries within the areas the PBA in Animation programme is targeted towards.

Alongside the other elements of the course programme, the internship contributes to accomplishing the overall learning objectives for the programme as well as securing the alignment of theory and practice.

The goal is to develop the student's ability to identify their own learning objectives, develop and translate knowledge into practice-based skills and competencies and to reflect on their own role in relation to the professional industry.

Knowledge

Students should acquire knowledge of:

- the professional areas and roles covered by the internship company's field and practice
- the business procedures, working day and network of the internship host or organisation.

Skills

Students should acquire the skills to:

- adapt to and work within a specific role within a production pipeline
- analyse, communicate and develop their technical and creative skills
- work actively, collaboratively and independently as part of the working processes of the internship company.

Competences

Students should develop competences to:

- understand the requirements of a professional production and company
- assess their own skills and identify learning needs
- act in a professional context
- assess their own strengths and weaknesses and proactively engage their own skills' development.

10.2.2 ECTS credits

The internship is equivalent to 20 ECTS credits.

10.2.3 Exams

Students prepare a written internship report. The learning objectives are tested on 7th semester at the internship exam (for more details on Exams, see section 17 and 18).

11 The final examination project

The Professional Bachelor's Programme in Animation concludes with a bachelor report, a related bachelor portfolio and an oral exam.

11.1 Bachelor project

The bachelor report is based on a topic of the student's own choice within one or more of the core areas covered by the course programme. Using their 3rd year production and their internship as point of departure, the students write a report where they analyse their work thus far and define a career path for the coming 1 ½ -5 years.

The report should demonstrate an independent analysis and critical reflection of the student's artistic work and development thus far, its relevance to the professional industry, how it relates to the topic of choice, and how it relates to their career design plan.

To support and illustrate the foundation of the career path described in the report, the student must create a portfolio representing their work targeted towards their chosen career path clearly illustrating their artistic and/or technical skills.

11.1.1 Learning objectives

The learning objectives of the bachelor project are identical to the overall learning objectives of the full course programme as described above in section 1 as well as in Appendix 1 to the Ministerial Order on the Professional Bachelor's Degree Programme in Animation.

11.1.2 ECTS credits

The bachelor project is equivalent to 10 ECTS credits.

11.1.3 Exam

The bachelor report and portfolio are individual projects completed on the 7th semester and concluded with an oral exam (the Bachelor exam) at the end of the 7th semester.

Practical and formal requirements are described in more detail under Exams in section 17 and 18.

12 Elective elements

In order to complete the PBA in Animation, students must complete two elective elements equivalent to 15 ECTS credits each: Specialisation on 5th semester and Production Role on 6th semester The placement of the elective elements in the programme structure is specified below in the section on placement of programme elements and internship.

Electives provide students with the opportunity to enhance their study and professional skills through the personal tailoring of their degree in a desired specialisation and role and by adding new perspectives within areas related to the core areas of the course programme.

At the PBA in Animation, students can choose between the electives described in "Appendix 1 to curriculum for the Professional Bachelor's Degree Programmes in Animation and Graphic Storytelling".

Availability of the different electives will be based on number of students, available teachers etc.

13 Credit transfer

Passed programme elements, including internships, may equate the programme elements available at other educational institutions in Denmark and abroad offering the PBA in Animation or a similar programme.

Credit transfer is awarded based on a professional evaluation of whether the passed elements or prior work experience matches the level and contents of one or more elements and/or internships in the PBA in Animation.

The rules for automatic, compulsory credit transfer can be found in the Ministerial Order on Admission to Academy Profession Programmes and Professional Bachelor Programmes and in the Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes.

The obligation to inform on passed programme elements from other institutions on the same level as well as the rules for automatic, compulsory credit transfer can be found in the Ministerial Order on Admission to Academy Profession Programmes and Professional Bachelor Programmes and in the Ministerial Order on Academy Profession Programmes and Professional Bachelor Programmes. These rules also apply to elective elements on the PBA in Animation.

The application for credit transfer, which is not covered by the rules for compulsory credit transfer, must be submitted to the course administration not later than one month prior to the start of the programme element/internship for which credit is applied. The application for credit transfer must be submitted to the course management at The Animation Workshop.

14 Placement of educational elements and internships, including exams, in the programme structure

The PBA Degree Programme in Animation is a full-time higher education. Students who follow the standard programme structure, including exams, will follow the below progression.

The PBA in Animation can deviate from the above progression in case of periods of extended illness, maternity/paternity leave or for other valid reasons. In such cases, a student will not follow the below progression. Likewise, a student whose progression has been altered cannot be assured to follow the programme with the same group of students.

14.1 Character Animation Line

1st year

1st semester			2nd semester		
Design 10 ECTS	**Animation Basics 1** 10 ECTS	**Animation Basics 2** 10 ECTS	**Animation Stylisation** 5 ECTS	**Pre-production Methods and Workflow** 15 ECTS	**Animation Software and Production 1** 10 ECTS
1st Semester Exam – Character Animation Line 2D assignment and written paper Internal examiner **Prerequisites for exam:** yes			**2nd Semester Exam – Character Animation Line** Oral exam based on storyboard assignment and animation assignment External examiner **Prerequisites for exam:** yes		

2nd year

3rd semester			4th semester			
Animation Software and Production 2 5 ECTS	**Advanced Animation** 10 ECTS	**Animation Basics 3** 15 ECTS	**Animation and Film Studies** 5 ECTS	**Visual Storytelling and Cinematography** 10 ECTS	**Animation Industry & Business** 5 ECTS	**Internship 1** 10 ECTS
3rd Semester Exam – Character Animation Line Oral exam based on 3D assignment Internal examiner **Prerequisites for exam:** none			**4th Semester Exam – Character Animation Line** Written paper based and showreel External examiner **Prerequisites for exam:** none			

3rd year

5th semester			6th semester	
Cross Professional Collaboration for Animation 10 ECTS	**Career Design** 5 ECTS	**Elective: Specialisation** 15 ECTS	**Production Methods and Workflow** 15 ECTS	**Elective: Production Role** 15 ECTS
5th Semester Exam Written report Internal examiner **Prerequisites for exam:** yes			**6th Semester Exam** Oral group exam and 6th Semester Project Internal examiner **Prerequisites for exam:** yes	

4th year

7th semester	
Internship 2 20 ECTS	**Bachelor Project** 10 ECTS
Internship 2 Exam Written report Internal examiner **Bachelor Exam** Oral exam based on the Bachelor Portfolio and the Bachelor Report. External examiner **Prerequisites for exam:** none	

14.2 Computer Graphic Arts Line

1st year

1st semester

Design	3D Workflow	CG Art Software 1
10 ECTS	10 ECTS	10 ECTS

1st Semester Exam – CG Arts Line
Environment Project - Making of Reel and Maya Project Directory
Internal examiner
Prerequisites for exam: yes

2nd semester

Character 1	Pre-production Methods and Workflow	2D Workflow
10 ECTS	15 ECTS	5 ECTS

2nd Semester Exam – CG Arts Line
Oral exam based on a 3D production assignment
External examiner
Prerequisites for exam: yes

2nd year

3rd semester

CG Art Software 2	Character 2	Character 3: Rigging for Animation
10 ECTS	15 ECTS	5 ECTS

3rd Semester Exam – CG Arts Line
3D assignment
Internal examiner
Prerequisites for exam: Yes

4th semester

Animation and Film Studies	Visual Storytelling and Cinematography	Animation Industry & Business	Internship 1
5 ECTS	10 ECTS	5 ECTS	10 ECTS

4th Semester Exam – CG Arts Line
Oral exam based on showreel and written paper
External examiner
Prerequisites for exam: none

3rd year

5th semester

Cross Professional Collaboration for CG Arts	Career Design	Elective: Specialisation
10 ECTS	5 ECTS	15 ECTS

5th Semester Exam
Written report
Internal examiner
Prerequisites for exam: yes

6th semester

Production Methods and Workflow	Elective: Production Role
15 ECTS	15 ECTS

6th Semester Exam
Oral group exam and 6th Semester Project
Internal examiner
Prerequisites for exam: yes

4th year

7th semester

Internship 2	Bachelor Project
20 ECTS	10 ECTS

Internship 2 Exam
Written report
Internal examiner
Bachelor Exam
Oral exam based on the Bachelor Portfolio and the Bachelor Report.
External examiner
Prerequisites for exam: none

15 Parts of the programme which can be completed abroad

Internships may be done abroad without special application/agreement to this effect.

In addition, students may complete a programme element equivalent to as a minimum 5 and as a maximum 30 ECTS credits abroad (i.e. maximum one full semester). To enrol in a programme abroad, students must submit an application to the programme management of the PBA Programme in Animation. Students may study abroad on the 2nd or 3rd year (i.e. on the 3rd, 4th, 5th or 6th semester).

Application to complete programme elements abroad must be submitted to the Study Coordinator for the class that the programme elements to be completed are a part of. Application to complete elements on the autumn semester must be submitted prior to 1 June whereas application for elements on the spring semester must be submitted prior to 1 December.

The application must include a description of the elements that replace the elements under this curriculum (scope, purpose, learning objectives).

To complete one or more programme elements abroad, students must as a minimum have finished their first year of study.

16 Internship

As part of the PBA Programme in Animation, students must complete two periods of internship. The students will work on identifying and contacting potential internship companies as well as prepare a plan for the internship.

Through an interplay with the other course programme elements, students set and meet the learning objectives of the course programme as well as ensure that theory is linked to professional experience during the internship. The internships therefore aim to train students in using the knowledge acquired in a practical context.

Finally, the internship should help students identify their own learning needs and develop their own professional knowledge, skills and competences.

16.1 Requirements and approval

During internships, compulsory attendance is required. In general, weekly hours will be 37 hours.

Approval of the compulsory attendance is a precondition for completion of the internship. It is the contact person/the internship company who takes attendance. If the contact person/the internship company assesses that the requirement for compulsory attendance has not been met, the student, the contact person and the educational institution plans how the non-attendance can be improved. This could be by cancelling study days and/or weekends, by prolonging the internship or by planning specific qualifying activities. If the non-attendance cannot be improved before the end of the internship period, the internship cannot be assessed as completed.

The assessment of whether the internship can be considered completed is based on the following criteria:

- That the student shows up at the internship company as agreed and complies with the compulsory attendance requirement
- That the student performs the task agreed in order to comply with the internship learning objectives

- That the student observes the regulations that apply at the internship company.

The contact person/the internship company is responsible for informing the PBA in Animation if the internship period cannot be assessed as completed. The PBA in Animation must be informed before the end of the internship period.

A student only has the right to one internship per each internship period.

This means that the student will be disenrolled from the programme if they do not meet with the criteria for assessment of completion of the internship.

If the lack of compliance with the compulsory attendance requirement is the result of unusual circumstances, the student can apply for exemption and enter into another internship agreement.

Please note that there is no assessment of whether the student has in fact complied with the learning objectives (this is documented in the exam). It is only assessed whether the student has had sufficient opportunity to acquire the knowledge, skills and competences required.

A new period of internship may be placed at another time in the course programme if it is not possible for administrative or practical reasons to offer a new period of internship in the same se-mester. Please see the overview of placement of programme elements and internship above.

16.2 The role of the internship institution/company

It is the responsibility of the internship company to ensure that the internship requirements specified are complied with. This is necessary to secure that the student has the possibility of meeting the objectives of the internship.

The internship company must ensure that a student who is in an internship works to comply with the learning objectives of the internship in a reasonable manner by offering guidance to the student.

The internship company does not have the competence to ensure or incorporate into the recommendation to the PBA Programme in Animation whether a student doing internship is considered qualified to work in the animation industry after completing the course programme. The recommendation of the internship company regarding the internship of a student at the company can only be the company's assessment of whether and to what extent the internship requirements are complied with.

The internship company is under commitment not to terminate the internship prematurely before the programme management of the PBA Programme in Animation has been contacted with the purpose of solving a conflict or problem between the student and host.

17 Exams in the PBA Programme in Animation

17.1 Spelling and writing skills

All projects and exams on the PBA Programme in Animation are conducted in English.

In written and oral exams that are based on a written paper prepared by the student, the student's spelling and writing skills carry a significant weight in the assessment of the student's performance.

17.2 Exams under special conditions

The PBA Programme in Animation offers exams under special conditions to students with special needs, e.g. health and linguistic issues, to ensure that these students will have the possibility to complete exams on an equal footing with students without such needs. The level of the exam as well as the objectives and criteria for assessment of the exam performance can never be altered by an offer to do an exam under special conditions.

Exams under special conditions are offered to students by application and on an individual basis. The programme management assesses the merits of each application and decides if and to what extent an exam under special conditions is warranted.

17.3 First year exam

The exams at the end of the 1st semester and 2nd semester are part of the First year exam and must be passed before the end of the first year of study. If the exam is passed at a re-exam before the commencement of the programme elements that make up the 2nd year of study, the exam is considered to have been passed on time, and the student may continue their studies in accordance with the progression outlined above under placement of programme elements and internship.

Students cannot be exempted from the requirement to pass the First-year exam before the end of the first year of study as specified in the Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes.

Applying for leave of absence for other reasons than maternity/paternity leave, adoption or conscription is not possible until the student has passed all the exams that are part of the First-year exam.

17.4 Re-examination and illness

17.4.1 Illness

Students who are exempt from participating in a particular exam due to documented illness or other documented reason according to section 7 of the Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes will be re-examined as soon as possible.

Students are automatically registered for the re-examination.

Students are informed of the time and place of the re-examination as soon as possible after the ordinary exam.

17.4.2 Failed attempt

Students who do not pass an exam will be automatically registered for re-examination and informed of the time and place of the re-examination, which must take place as soon as possible after the ordinary exam.

According to Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes, the student has three attempts in all to pass each exam. In case the student fails all three attempts, they may apply for an exemption to register for an additional attempt. An ex-

emption can be granted by the educational institution (represented by the Head of the Education), if the student can justify that the failed attempts were caused by extraordinary circumstances.

If the student has used all their attempts to pass an exam, their enrolment in the course programme will be terminated (according to the Ministerial order on access to Professionally Oriented Higher Education Programmes. Not showing up for an exam or handing in on time, is considered a missed attempt.

17.5 Cheating, plagiarism and disruptive behaviour

17.5.1 Cheating and plagiarism

According to the Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes, cheating is, among other things, when a student:

1. plagiarises, including reuses own text (self-plagiarism) without referring to a source or using quotation marks,
2. falsifies,
3. fails to disclose or is deceitful about own effort or results,
4. takes part in forbidden cooperations,
5. receives or tries to receive help during an exam or helps others in situations that do not involve a group exam,
6. uses non-permitted aids,
7. unlawfully has obtained prior knowledge of the exam assignment/paper,
8. gives misleading information when attending the exam, or
9. attempts to bypass, deactivate or in any other way prevent the use of electronic surveillance programmes of the educational institution.

If a student cheats, the exam paper handed in by the student will not be assessed, and the student will be considered to have used an exam attempt.

Students can also receive written warnings. In aggravating circumstances or if cheating is repeated, the PBA Programme in Animation can also decide to temporarily or permanently suspend the student from the PBA Programme in Animation.

These rules also apply to the exam prerequisites.

17.5.2 Disruptive behaviour

During exams, students must behave considerately, and observe the instructions given by the invigilator, the examiner and the external examiner.

17.6 Complaints about exams and appeals

17.6.1 Complaints about exams

A student enrolled in the PBA Programme in Animation has a right to continue their studies in the period during which a complaint is investigated or an appeal is considered. This applies to complaints filed according to section 40 or 43 of the Ministerial Or-der no. 863 of 14 June 2022 on Examinations on Technical and Commercial Academy Profession and Bachelor Programmes.

Complaints about continuous exams can only be filed as part of a complaint about an exam in the programme element.

A student can complain about academic and legal issues in relation to an exam, including the conduct of the exam. This applies to exams in a programme element or partial exams. The complaint must be submitted to The Animation Workshop not later than two weeks after the student has had the chance to learn the results of the exam. The deadline for complaints is at the earliest calculated from the point in time when the PBA Programme in Animation has announced that the result will be available.

In complaints regarding academic issues, the course management at The Animation Workshop immediately asks the examiners for a statement. The examiners have a deadline of two weeks to submit a statement to the case. July is exempt from this deadline period. The examiners must comment on the academic issues in the complaint. The student who has filed the complaint should have at least one week to comment.

In unusual circumstances, the course management at The Animation Workshop can prolong the examiners' deadline.

The PBA Programme in Animation, as represented by the associate dean responsible for the exam, will make a decision on the case. The decision will be based on the complaint, the comments of the examiners in relation to academic issues and the comments of the complainant.

A decision on a complaint can have one of the following outcomes:

1. An offer of a new assessment of a written exam (re-assessment)
2. An offer of a new exam (re-exam)
3. A dismissal of the complaint, or
4. A combination of 1 and 3 if the exam is a written exam with an oral defence.

The student may appeal legal issues in a complaints case to a board of appeals. Legal issues may be appealed to the Danish Agency for Higher Education and Science.

The student has a deadline of two weeks to appeal the decision of the PBA Programme in Animation.

17.6.2 Appeals

The appeals board at The Animation Workshop is set up on an ad hoc basis. The board consists of two appointed external examiners, one lecturer entitled to conduct exams and one student. All members of the board must represent the speciality area covered by the PBA Programme in Animation.

The appeals board decides the case based on the material on which The Animation Workshop made the original decision as well as the appeal.

The decision in the appeals case must be sent to The Animation Workshop not later than two months after the appeal has been submitted to the board. July is exempt from this period.

The appeals board decides one of the following:

- To offer a new assessment (re-assessment) (only for written exams)
- An offer for a new exam (re-exam)
- To dismiss the case, or
- A combination of the three possibilities above if the exam is a written exam with an oral defence.

A decision by the board of appeals on academic issues cannot be appealed to another administrative authority.

A decision by the board of appeals on legal issues can be appealed to the course management at The Animation Workshop who will make a decision on the case. The complaint about the decision of the board of appeals must be presented to the course management at The Animation Workshop not later than two weeks after the student has received the decision of the board of appeals.

The decision of the PBA Programme in Animation may be appealed to the Danish Agency for Higher Education and Science according to section 48 in the Ministerial Order no. 863 of 14 June 2022 on Examinations on Technical and Commercial Academy Profession and Bachelor Programmes.

17.6.2.1 Re-assessment or re-exam

It must appear from an offer of re-assessment or re-exam that this can result in a lower grade.

If a decision includes an offer of re-assessment or re-exam, this offer must be accepted not later than two weeks after the student has been notified. Re-assessment or re-exam must take place as soon as possible.

If a diploma has been issued, the course management must confiscate this.

New assessors are appointed for both re-assessment and re-exam. The chairman of the corps of examiners will, however, appoint an external examiner if this is relevant or required in the actual case.

The new assessors must assess the exam based on the exam assignment and the response.

The new assessors must include written arguments to substantiate their assessment.

A student cannot submit another complaint about academic issues related to a re-assessment or re-exam to the PBA Programme in Animation or to any other authority. In re-assessments or re-exams, a student can complain to the PBA Programme in Animation about legal issues. The course management will decide on the case.

A decision on legal issues by the course management at The Animation Workshop in connection with a re-assessment or a re-exam may be appealed to the Danish Agency for Higher Education and Science according to section 48 in the Ministerial Order no. 863 of 14 June 2022 on Examinations on Technical and Commercial Academy Profession and Bachelor Programmes.

17.6.2.2 Complaints to the Danish Agency for Higher Education and Science

When legal issues are concerned, the final decision made by the course management at The Animation Workshop may be appealed to the Danish Agency for Higher Education and Science. The appeal must be lodged within two weeks from the day when the complainant has been notified of the decision.

The complaint is submitted to The Animation Workshop who prepares a statement that the complainant must have a chance to comment on within a period of at least one week. The Animation Workshop will then submit all the documents of the case for decision by the Danish Agency for Higher Education and Science.

18 The Exams

The exams on the PBA Programme in Animation are assessed on the basis of the learning objectives of one or more of the programme elements of the programme. The learning objectives assessed at each specific exam are specified below.

At the start of each programme element, a student is automatically registered for all exams in that particular element. By being registered for an exam, a student uses an exam attempt.

18.1 1st Semester Exam – Character Animation Line

Area

The learning objectives for the programme elements that are part of the 1st semester exam:

- 7.1 Design
- 8.1 Animation Basics 1
- 8.2 Animation Basics 2

Competences

The focus of the 2D animation exam assignment is on the physics of the character and the animation principles.

Students should be able to carry out the animation, choosing an appropriate workflow method, as well as involve reference material as needed in order to portray a character's movement. Students should be able to showcase an understanding of all animation principles, in particular timing and spacing throughout the assignment. Consideration should be given to the model construction and consistency of the design as well as the staging and posing of the character.

Exam form

Animation assignment and written assignment.

Duration: The student has 5 days to complete the assignments.

The exam is individual.

Prerequisites for the exam

As a prerequisite for taking part in the exam, the students must:

- do one oral presentation in front of the class and participate in at least one feedback session in class during the semester. Students who do not fulfil these prerequisites must remedy the lack of participation with a video presentation and video feedback before the re-exam.
- hand in and get approved one showreel with the specific assignments stated at the start of the 1st semester. These given assignments will represent the exercises produced throughout the 1st semester.

The showreel must be handed in within the deadline and following the standards outlined in section 19 unless otherwise stipulated.

Basis for exam

The exam is based on the 2D animation assignment and a written workflow analysis that the student should create over a period of five days based on a handout. The handout will be available on the first day of the exam.

Scope and project

Students are required to complete exactly 72 frames (3 seconds) of animation based on the given key poses, layout and model sheets. Students can choose to not use the given key poses but are obliged to use the given character and layout.

Students are required to hand in a written paper (2-6 standard pages) consisting of a workflow analysis related to the animation assignment.

The 2D animation and the written workflow analysis must be handed in within the deadline given and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

Students will be assessed on the animation exam assignment as well as the written workflow analysis. The animation exam assignment should show a good understanding of the 12 animation principles. The workflow analysis should show how the student is implementing the relevant theory and principles in the animation exam assignment, reflecting on and analysing their own workflow and understanding, demonstrating the knowledge of the core areas covered on the 1st semester in the exam assignments.

Assessment

The exam is assessed according to the 7-point grading scale by an internal examiner. The student is given one overall grade. The exam is assessed as follows: the animation assignment and the written workflow analysis are assessed as a whole. .

18.2 1st Semester Exam – Computer Graphic Arts Line

Area

The learning objectives for the programme elements that are part of the 1st semester exam:

- 7.1 Design
- 9.1 3D Workflow
- 9.2 CG Art Software 1

Competences

Students should address the workflow and pipeline of the creation of a 3D indoor environment in which the students develop, design and produce work for each step of the production.

Prerequisites for the exam

As a prerequisite for taking part in the exam, the student must hand in and get approved one showreel with the specific assignments stated at the start of the 1st semester. These given assignments will represent the exercises produced throughout the 1st semester.

During the semester, the students will be informed which exercises specifically must be included in the showreel for it to be considered eligible for approval.

The showreel must be handed in within the deadline and following the standards outlined in section 19 unless otherwise stipulated.

Exam form

This is a project exam where students create a Making of Reel.

The exam is individual.

Basis for exam

The exam is based on the Making of Reel, which is addressing the exam project workflow. Furthermore, the students are to hand in their Maya Project Directory.

Scope and project

Students are required to hand in a Making of Reel, demonstrating their work from each of the pipeline and production steps which are part of the programme element 3D Workflow. Furthermore, the students are required to hand in their Maya Project directory for review.

Environment Project – Making of Reel:

- Concept Design – Mood board/Material & light board. Thumbnails and sketches and final piece
- Turnaround of hero assets/props and UV and texture maps.
- Final render and breakdown of compositing.

The Making of Reel must be handed in within the deadline given and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The exam is based on the Making of Reel and the Maya Project Directory. When assessing the student's reel, emphasis is placed on the extent to which the student is able to demonstrate knowledge of the core areas covered on the 1st semester in their work.

Assessment

The exam is assessed according to the 7-point grading scale by an internal examiner.

18.3 2nd Semester Exam (First Year Exam) – Character Animation Line

Area

At the exam, the learning objectives for the following programme elements on the 2nd semester are tested:

- 7.2 Pre-Production Methods and Workflow
- 8.3 Animation Stylisation
- 8.4 Animation Software & Production 1.

Competences

Emphasis is placed on the extent to which students can plan and prepare a storyboard and a complex digital animation scene, following the necessary animation workflow and choosing the appropriate methods of implementing relevant theory as well as involving reference material as needed, to portray a character's performance.

Prerequisites for the exam

As a prerequisite for taking part in the exam, the students must hand in, and get approved, one showreel with the specific assignments stated at the start of the 2nd semester. These given assignments will represent the exercises produced throughout the 2nd semester.

During the semester, the students will be informed which exercises specifically must be included in the showreel for it to be considered eligible for approval.

The showreel must be handed in within the deadline and following the standards outlined in section 19 unless otherwise stipulated.

Exam form

Oral exam based on storyboard assignment and animation assignment.

Duration: 30 minutes.

This is an individual exam.

Basis for exam

The exam is based on the storyboard assignment and the digital 2D animation assignment. The outline for the assignments is handed out on the first day of the exam.

Scope and project

Students are required to do a storyboard assignment and a 120 frames (5 seconds) animation completed using the given key pose, layout and model sheets. Students have 5 days to complete the assignments.

The assignments must be handed in within the deadlines given and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The individual oral exam is based on the exam assignments storyboard and animation. Students are expected to briefly present their assignment; the intention, where they succeeded and struggled, and talk about the planning of their scene and workflow. When assessing the student's exam, emphasis is placed on the extent to which the student can demonstrate knowledge of the programme elements covered during the 2nd semester in their work.

Assessment

The exam is assessed according to the 7-point grading scale by an external examiner. The student is given one overall grade. The exam is assessed as follows: the animation assignment holds the main priority and the oral exam and the storyboard assignment the secondary.

18.4 2nd Semester Exam (First Year Exam) – Computer Graphic Arts Line

Area

At the exam, the learning objectives for the following programme elements on the 2nd semester are tested:

- 7.2 Pre-production Methods and Workflow
- 9.3 Character 1
- 9.4 2D Workflow

Competences

Students should have a firm grasp of both the creative and technical aspects of the production pipeline for a Computer Graphic Artist. The student will be tested on their perception and implementation of 2D work and 3D modelling work. Emphasis is placed on the student's ability to plan and implement a complex production task in a CG pipeline. Students are expected to choose and select relevant software tools and apply their knowledge of visual communication relevant for the assignment requirements.

Prerequisites for the exam

As a prerequisite for taking part in the exam, the students must hand in and get approved a written assignment and a showreel with exercises produced throughout the semester representing each of the previously described programme elements tested at the exam.

During the semester, the students will be informed which exercises specifically must be included in the showreel for it to be considered eligible for approval.

The showreel must be handed in within the deadline and following the standards outlined in section 19 unless otherwise stipulated.

Exam form

Oral exam based on a 3D production assignment.

Duration

30 minutes.

This is an individual exam.

Basis for exam

The exam is based on a 3D production pipeline assignment. The outline for the assignments is handed out at the beginning of the exam.

Scope and project

Students are required to do a 3D production assignment. Students have 4 days to complete the assignment. The assignment must be handed in within the deadlines given and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The individual oral exam is based on the exam assignment. Students are expected to briefly present their assignment; the intention, where they succeeded and struggled. Emphasis is placed on the student's reflections on and argumentation for their choices in working with the assignment, and the extent to which the student is able to demonstrate knowledge of the programme elements covered during the 2nd semester in their work.

Assessment

The exam is assessed according to the 7-point grading scale by an external examiner.

18.5 3rd Semester Exam – Character Animation Line

Area and competences

The learning objectives of the following programme elements are tested at the exam:

- 8.5 Animation Software and Production 2
- 8.6 Animation Basics 3
- 8.7 Advanced Animation.

Exam form

Oral exam based on an animation assignment.

Duration: 30 minutes.

The exam is individual.

Basis for exam

The exam is based on a 3D animation assignment with a given 3D rig, story beats, 3D layout and key poses. The specific outline for the assignment is handed out at the first day of the exam.

Students have 5 days to complete the assignment.

Scope and project

Students are required to do a 4-6 second 3D animation scene. They must also include all planning and reference materials.

The assignment must be handed in within the deadlines given and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The individual oral exam is based on the student's presentation of their exam assignment. Students are expected to briefly present their assignment; the intention, where they succeeded and struggled, and talk about the planning of their scene and workflow.

When assessing the student's exam, emphasis is placed on the extent to which the student can demonstrate knowledge of the core areas covered during the 3rd semester as well as their ability to plan and execute an animation scene within a timeline, following all standards required as outlined in Section 19 of the Study Programme.

Assessment

The exam is assessed according to the 7-point grading scale by an internal examiner. The student is given one overall grade. The exam is assessed as follows: the animation assignment holds the main priority and the oral exam the secondary.

18.6 3rd Semester Exam – Computer Graphic Arts Line

Area

The purpose of the exam is to assess the knowledge level of each student, based on the different workflows and programmes that were introduced during the 3rd semester.

The learning objectives of the following programme elements are tested at the exam:

- 9.5 Character 2
- 9.6 Character 3: Rigging for Animation
- 9.7 CG Arts Software 2

Competences

Students should demonstrate their understanding of texture, shading, lighting, rendering and compositing workflows, with a particular focus on the look development part (texture, shading and lighting).

Exam form

A 4-day time limited 3D assignment.

The exam is individual.

Scope and project

The exam is based on the 3D assignment based on a handout. The handout will be available at the beginning of the exam.

Prerequisites for exam

As a prerequisite for taking part in the exam, the students must hand in and get approved a showreel with exercises produced throughout the semester representing each of the previously described programme elements tested at the exam

Basis for assessment

The exam is based on a 3D assignment. The outline for the assignments is handed out at the beginning of the exam.

Assessment

The exam is assessed according to the 7-point grading scale by an internal examiner.

18.7 4th Semester Exam – Character Animation Line

Area

The purpose of the exam is to assess the knowledge level of each student, based on the different workflows and programmes that were introduced during the 4th semester.

Competences

The learning objectives of the following programme elements are tested at the exam:

- 7.3 Animation and Film Studies
- 7.4 Visual Storytelling and Cinematography
- 7.5 Animation Industry & Business
- 10.1 Internship 1.

Exam form

This is an individual, written exam.

Basis for exam

The exam is based on a written assignment and a showreel, showcasing the student's 2nd year project (full version) as well as the student's individual contribution to the project.

Scope, project and written product

Students are required to hand in the following:

- in a written paper of 6-8 standard pages
- a showreel consisting of
    - the full version of the 2nd Year Project film they were a part of (35 seconds).
    - the student's individual contributions to the 2nd Year Project (maximum 3 minutes)

The outline for the written assignment will be handed out during the semester.

The showreel and written exam paper must be handed in within the deadline and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The emphasis for the assessment will be focused on how well the student has understood the learning objectives for the semester. The assessment is based on the written paper and the student's individual contribution to the 2nd year project as it is presented in the showreel.

Assessment

The exam is assessed according to the 7-point grading scale by an external examiner.

18.8 4th Semester Exam – Computer Graphic Arts Line

Area

The learning objectives of the following programme elements are tested at the exam:

- 7.3 Animation and Film Studies
- 7.4 Visual Storytelling and Cinematography
- 7.5 Animation Industry & Business

- 10.1 Internship

Competences

The students must demonstrate their ability to analyse and reflect on their workflows, defend artistic choices made in the showreel assignments and present the knowledge and skills acquired working with a client and in groups. Students should also include referencing Animation and Film studies as part of their written assignment and/or during the oral exam.

Exam form

This is an oral exam based on:

- a written paper,
- a showreel,
- an internship showreel.

Duration: 30 minutes.

The exam is individual.

Basis for exam

The oral exam is based on the written paper and the showreels.

Scope, project and written product

Students are required to hand-in two showreels. A school showreel with content produced throughout the semester representing each of the previously described programme elements tested at the exam. An internship showreel showcasing work the students themselves have produced and references to other artist work that the students aspire to do.

In addition, students are required to hand in an individual written paper where the student reflect on work process and workflow and analyse the work produced during Visual Storytelling and Cinematography and Internship 1. The scope of the written paper must be 4-6 pages and must be structured according to the template handed out prior to the end of the semester.

The showreel and written paper must be handed in within the deadline and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The individual oral exam is based on the student's presentation, their showreels and written paper. When assessing the emphasis is placed on the extent to which the student is able to demonstrate knowledge of the core areas covered on the 4th semester, their ability to analyse and reflect on their learning and to what extend they are able to reference Animation and Film studies.

Assessment

The exam is assessed according to the 7-point grading scale by an external examiner.

18.9 5th Semester Exam

Area

The learning objectives of the following programme elements are tested at the exam:

- 7.6 Career Design
- 12 Elective: Specialisation.

For Animators:

- 8.8 Cross Professional Collaboration for Animation.

For CG Artists:

- 9.8 Cross Professional Collaboration for CG Arts.

Competences

The students reflect on their own learning during the semester. They evaluate their efforts working independently on their elective, as well when working in a cross professional collaboration. This will guide them when considering how to design a career.

The students must be able to showcase their understanding of the programme elements listed above.

Prerequisites for the exam

As a prerequisite for taking part in the exam, the students must hand in and get approved a showreel with work produced during the semester. The reel must be one minute long. Requirements for the content of the reel will be handed out at the start of the semester. The showreels must be handed in within the deadlines and following the standards outlined in section 19 unless otherwise stipulated.

Exam form

This is a written individual exam.

Basis for exam

The exam is based on a written report.

Scope, project and written product

The scope of the report must be 5-6 standard pages as described in Section 19 of the Study programme and the report must be structured according to the template handout.

The assignments must be handed in within the deadlines given and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The emphasis for the assessment will be focused on how well the students have understood the learning objectives for the semester. The assessment is based solely on the written report.

Assessment

The exam is assessed by an internal examiner according to the 7-point grading scale.

18.10 6th Semester Exam

Area

The learning objectives of the following programme elements are tested at the exam:

- 7.7 Production Methods and Workflow
- 12 Elective (Production Role).

Competences

With the 6th semester project as a departure, the students participate in an oral group examination, discussing their learning throughout the semester. Emphasis is placed on each student's ability to reflect upon their learning related to their own efforts in the 6th semester project.

Prerequisites for the exam

As a prerequisite for taking part in the exam, the students must hand in and get approved two showreels with work produced throughout the semester for the 6th semester project. Each reel must be one minute long and represent the student's contribution to the project.

The showreels must be handed in within the deadlines and following the standards outlined in section 19 unless otherwise stipulated.

Exam form

This is an oral group exam with individual assessment, consisting of 2-6 students pr. group. Each student will get 5 minutes to present at the beginning of the examination. The standard time limit pr. student is 20 minutes; however, the overall length of the examination will not exceed two hours, including time for assessment and grading. Students will be graded individually based on their performance during the oral exam.

Basis for exam

The oral exam is based on the 6th semester project, which the group will produce together.

Scope, project and written product

The scope of the 6th semester project will have been determined early in the semester by the group. The project must be handed in within the deadlines given and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

The students will be assessed on their performance during the oral group examination, focusing on how well they present, discuss and reflect upon their learning throughout the year, both as individuals and as a group.

Assessment

The exam is assessed according to the 7-point grading scale by an internal examiner. The student is given one grade where the emphasis is 30% on the 6th semester project and 70 % on the oral exam.

18.11 Internship 2 Exam (at the end of the 7th semester)

Area

The exam is based on the following programme elements:

- 10.2 Internship 2.

Competences

The students must make an exposition, analysis and reflection of their self-elected learning objectives for the internship, as determined by their internship agreement. They must consider how/whether the learning objectives have been fulfilled, and why/why not. Furthermore, they will analyse the internship company, considering the role of the company in the industry at large, as well as how the company fits their choice of career path.

Exam form

This is an individual written exam.

Basis for exam

The exam is based on a written report. A template for the report is handed out at the beginning of the 7th semester.

Scope, project and written product

The scope of the report must be four to six standard pages (see Section 19), and the report must be structured according to the template handed out at the beginning of the 7th semester.

The report must be handed in within the deadlines given and following the standards outlined in section 19 unless otherwise stipulated.

Basis for assessment

Emphasis is placed on the student's ability to analyse and reflect on their own learning during the internship, as well as their understanding of the internship company in relation to the industry and to themselves and their career path.

Assessment

The exam is assessed according to the 7-point grading scale by an internal examiner.

18.12 Bachelor Exam

The Bachelor report, portfolio and oral exam are based on a topic of the student's own choice within one or more of the core areas covered by the course programme. Using their 3rd year production and their internship as point of departure, the students write a report where they analyse their work thus far and define a career path for the coming 1 ½ -5 years.

The Bachelor Report should demonstrate an independent analysis and critical reflection of the student's artistic work and professional development thus far, and how the student relates to the industry.
It should describe how the portfolio relates to the chosen area of specialization and how the portfolio aligns with the student's career plan.

The Bachelor Portfolio should demonstrate the student's artistic and/or technical skills within the chosen area of specialisation as well as demonstrating the alignment with the career plan described in the Bachelor Report.

Competences

The students should be able to define their career goals, analyse and illustrate how their work relates to these goals, and create a plan for how to reach these goals.

Prerequisite for the exam

Students must pass all other exams of the course programme, including the internship exam, before they can take the Bachelor exam.

Exam form

The oral exam is based on written and visual work.

This is an individual exam.

Basis for exam

The exam is based on:

- The Bachelor Portfolio
- The Bachelor Report
- The oral exam.

Scope, project and written product.

The Bachelor Report must have a scope of 13-15 standard pages (see Section 19 for formal standards). Using their 3rd year production and internship as point of departure, the students will design a career plan for the coming 1 ½ - 5 years. To support this plan, the students must analyse their work and development thus far and describe how the choices made in the Bachelor Portfolio aligns with the career plan.

The Bachelor Portfolio must demonstrate the student's artistic and/or technical skills within the chosen area of specialisation as well as demonstrating the alignment with the career plan described in the Bachelor Report.

Basis for assessment

The basis for the assessment is the Bachelor Portfolio, the Bachelor Report and the oral exam.

Assessment

The exam is assessed according to the 7-point grading scale by an internal and external examiner. The student is given one overall grade for the bachelor report, the bachelor report and the oral exam.

19 Formal standards for assignments and projects

19.1 Standards

The following requirements apply to all written assignments and exam papers at the PBA Programme in Animation:

Format:

- One standard page is 2400 keystrokes (including spaces). A picture count as one keystroke.
- 1½ line spacing
- 11pt font
- Table of Contents
- Header on all pages should include your name and project title
- Headlines for the chapters
- Page numbers throughout the document
-
- All written assignments must be handed in digitally in WISEflow as a pdf-document following the relevant naming convention.

The following requirements apply to all visual / video assignments and exams at the PBA Programme in Animation:

Format:

- Filetype: MP4,
- Codec: H264,
- Resolution: 1280x720 or 1920x1080,
- Frame rate: 24fps,
- Field Order: Progressive,
- Pixel Aspect Ratio: Square Pixels (1.0)

Work-files must be handed in according to specifications outlined in the assignment hand-out.

All assignments and exams must be handed in digitally to the specified system or drive and folder following the relevant naming convention.

If the exam assignment or exam paper is handed in after the deadline stipulated, it will be considered a failed attempt.

It is equally a requirement that the written assignment or exam paper is assessed as an honest product. This means that it should appear from the form and content of the assignment or paper handed in that the student has worked seriously with the assignment or paper, and that the student has made an effort to comply with the requirements and objectives for the written assignment or paper. It also means that the form and content of the written assignment or paper is not insulting, made-up, unethical or in any other way inconsistent with academic good practice.

Lack of compliance with the formal standards will mean that the assignment or paper will be rejected, and the student must hand in a new product. If the written assignment or exam paper is required to be registered for an exam or forms the basis of an exam, lack of compliance with this requirement means that the student has used an exam attempt. Further-more, if a student fails to meet the requirement for good academic practice, it may have consequences according to VIA's disciplinary rules for students.

19.2 References

Quotations in written assignments and projects at the PBA Programme in Animation must be clearly marked in the text. In-text quotations should be set off with quotation marks at the beginning and end of the quotation. Quotations should be indented, written in italics or otherwise clearly marked in the text. References should be listed for visual quotations as well.

The following referencing requirements apply to all written and visual assignments, productions, reels, projects and exam papers at the PBA Programme in Animation:

- Author, name of reference, year of publication, edition, publishing company, page number(s).

When using digital material, the name of the author, reference, year of publication and URL should be stated.

APA 7th should be the reference style used for all written assignments and exams.

Incorrect referencing, including omitted references, will be counted as an error and can become the subject of investigations into plagiarism.

20 Instruction and working methods in the PBA Programme in Animation

The students enrolled in the PBA Programme in Animation are expected to demonstrate a high level of commitment in all aspects of the course programme. Students are encouraged to take part in and exert influence on their education through active participation in the activities that are part of the course programme as well as by offering feedback to lecturers on their teaching and to fellow students on their work. Moreover, they should take an active role in the study environment of the course programme as well as of The Animation Workshop in general. Apart from the requirement on active participation in teaching (see below for more details), extensive evaluation procedures and a long tradition of strong and dedicated collaboration with coordinators and management through the Student Council are an integral part of the PBA Programme in Animation.

Below is a description of the course programme organisation as well as of the instruction and working methods applied.

20.1 Differentiation of teaching

The course programme applies a variety of teaching methods, as described below in this chapter.

In common projects and speciality projects, students are offered guidance by a teacher or coordinator. Guidance is based on the content of the assignment or projects as well as students' individual skillset and needs. The guidance aims to support the individual student or group of students through structured conversations based on the assignment/project, subject, method and learning objectives.

20.2 Study activity model

The below study activity model describes the types of activities that are part of the course programme and shows who is responsible for initiating the activities as well as who the participants are.

Students are required to attend all activities and participate actively in all activities listed under category 1 and 2. The activities in category 1 are typically scheduled activities while students are expected to plan their own time and activities within the remaining categories.

The model illustrates how students are expected to gradually spend more time on individual activities as the number of teacher-managed activities goes down, and the course programme becomes increasingly project-based.

Study activity model **PBA in Animation**	**1st year**	**2nd year**	**3rd year**	**4th year**
Category 1 The lecturer has primary responsibility for the study activities, and the students have co-responsibility through their preparation and participation. Participation by students and one or more lecturers. • Teaching & Guest Lectures • Consulting & Supervising • Presentation & Critique • Evaluation of Teaching • Post-mortems • Class Meetings • Exam Reviews	40 %	35 %	25 %	5 %
Category 2 The lecturer has primary responsibility for defining the learning activities, and the students have primary responsibility for taking an active part in the planned study activities. Participation by students only. • Projects & Assignments • Group Meetings • Writing Papers • Preparing for Exams • Exam • Screenings • Cross Professional Collaborations	50 %	50 %	30 %	30 %
Category 3 Students have primary responsibility for the study activities, and the lecturer has co-responsibility for ensuring appropriate settings for the activities. Participation by students only. • Research Business • Internship • Study Groups & Mentoring • Group Meetings • Workshops • Student Council Meetings	5 %	10 %	35 %	60 %
Category 4 Students have primary responsibility for the learning activities, and the lecturer has co-responsibility for ensuring appropriate settings for the activities. Participation by students and one or more lecturers. • Network & Mentoring • Screenings • Workshops • Self-guided projects	5 %	5 %	10 %	50 %

20.3 Planning of teaching activities

20.3.1 Modules

Teaching at the PBA Programme in Animation is planned in modules which use an experimental and practice-based approach.

The modules are based on the learning objectives of the core areas of the course programme. All in all, the course programme has been planned so that the complexity of the theory and applied methods increases through the programme.

The modules are divided into the following main categories:

Tool modules

The purpose of the tool modules is for students to acquire knowledge of how relevant tools are used. The modules introduce both analogue and digital tools. Through the modules, students should acquire knowledge of both the tools that are industry-standard and new, innovative tools. These modules are process oriented.

Craft modules

In the craft modules, students work with a specific skill within animation and CG arts (e.g. life drawing, perspective, dialogue and much more). The aim is for students to acquire knowledge of and master a broad range or relevant technical skills within Animation and CG Arts. These modules are sometimes process and other times product oriented.

Production modules

The production modules are courses where students typically work with a specific production. Production modules will typically include a number of smaller assignments that are part of the hand-in of a large production. Moreover, production modules will normally include topics and issues that students should address through the production (e.g. clarity, plot structure, genre and much more). These modules are sometimes process and other times product oriented.

Theory modules

Theory modules aim to introduce students to theories related to the whole area of Animation and CG Arts. To a lesser extent, the modules will include practical exercises, the purpose of which is for students to demonstrate knowledge of the theories.

20.4 Working methods

20.4.1 Teacher-managed instruction with active participation

Teaching

Classroom instruction in the form of lectures, demonstrations, description of assignments, discussions, exercises and small assignments, etc. Students are expected to listen actively and participate in ways required by the teacher.

Studio work

When doing studio work, students carry out assignments individually or in groups at their workstations. Students are expected to complete assignments to the best of their ability, receive or ask for the teacher's guidance and feedback and hand in completed assignments in time to the designated folder with the proper naming convention.

Presentation and feedback

Evaluation of assignments in class with the teacher and/or the rest of the class. Students are expected to present their work, to give and receive feedback from fellow students and teachers openly, positively and reflectively, to ask and answer clarifying questions for feedback and to make note of feedback on their own work.

Class meetings

Joint information and discussions in class are managed by the coordinator or students. Students are expected to listen, participate actively and contribute constructively to the discussions.

Writing papers

As part of the PBA Programme in Animation, students prepare several written papers, including the bachelor project and internship report, but also film analyses and other written papers.

Written papers must be written in appropriate language and comply with guidelines for academic hand-ins, including notes, references, etc. Students are expected to proofread their text before handing it in. Written papers must be handed in at the deadline stipulated by the educational institution and comply with the formal requirements, including length and mode of hand-in.

20.4.2 Project and group work with active participation

Group projects

Projects where students work together in groups of two or more to complete assignments or projects. The individual student is expected to contribute actively to the group work, taking responsibility for completing assignments on time and using a professional attitude and qualified approach.

Production meetings

Production meetings with or without teachers or coordinators. Students are expected to discuss projects constructively with their group, to give the teacher or coordinator a status on the project and on group discussions as well as be open and positive to the suggestions and feedback from the teacher, supervisor, or consultant.

Post-Mortem

Post-Mortems are for students to reflect upon a completed project. What were the main insights to take away? Students are expected to discuss their own learning and professional development as well as give and receive feedback from their team members and supervising teachers. Students are expected to promote an open environment and to participate constructively and reflectively, to ask and answer clarifying questions for feedback and to make note of feedback on their own work and professionalism.

Cross Professional Collaborations

On a current basis, the PBA in Animation and The Animation Workshop initiate cross professional collaboration with different relevant partners, including studios and educational institutions all over the world, for the purpose of strengthening the network of potential partners that may teach modules or do guest lectures at the programme.

20.4.3 Main projects

Students complete four main projects as part of the course programme, and it is a prerequisite for taking the exams scheduled on these semesters that students have participated actively in completing the projects.

Short-Short Project

This project is a collaboration between the Computer Graphic Arts and Character Animation lines. The students will work together from initial concept through to the finished short film targeted at a children's audience. It is required to incorporate the given random elements and style guides assigned to the group.

2nd Year Project

The project will take the students through the entire animation production pipeline.

The students gain experience working with a client. The students will act both as an ad agency and a production house. Students will come with general directions towards the ad, researching the target audience and on how best to reach it. They will create a pitch to the client within the given parameters, communicating the core message. They will gain insight into the process of working with a client to deliver the film with the budget and deadline.

The 6th Semester Production

The 6th Semester Production is a major compulsory project, spanning over the 6th semesters. Students pitch ideas for films or interactive productions. During the project, students work in groups, which is determined via the pitch, project selection and team formation process.

The production is taught by supervisors who support the student's learning and collaboration.

21 Prerequisite for taking part in exams and study activity

It is a prerequisite for taking part in some exams in the programme that the student hand in the exercises that have been defined as "key deliverables" of the programme element.

The students will be informed ahead of time, which exercises that will be defined as "key deliverables".

If the student does not meet this requirement the student use an exam attempt.

21.1 Study activity

According to the Ministerial Order on Professional Bachelor's Degree Programme in Animation and Professional Bachelor Programmes, students must participate in the programme scheduled by the educational institution.

The Animation Workshop expects all students to commit themselves fully to their studies and take an active role in teaching, projects and all other programme and study activities. Students are required to take responsibility for the development of their own professional and personal skills by participating in learning activities and teamwork with other students.

During internships, compulsory attendance is required. In general, weekly working hours will be 37 hours. However, in busy periods, the student must expect to work more if this is also expected from the other employees at the internship company or organisation.

The Animation Workshop expects a high level of study activity and that students all take an active role in all modules and programme elements that are part of the course programme. A high level of study activity is required for students to develop professional competences, and it is essential that students take responsibility for the development of their own professional and personal skills by participating in learning activities and teamwork with other students.

If a student has not passed at least one exam at the PBA in Animation for a consecutive period of at least one year, the student may be expelled from the course programme in accordance with the rules in the Ministerial Order on Admission to Academy Profession and Professional Bachelor's Programmes. The student will be given information about their failure to meet the study activity requirement prior to the expulsion.

22 Texts in foreign languages

All teaching and instruction at the PBA Programme in Animation is in English.

23 Leave of absence

Taking a leave of absence means that a student cannot participate in classes, exams or any other activity as part of the PBA in Animation during the leave of absence. Upon conclusion of the leave of absence, the student resumes their studies at the point in the programme from which the leave started. The student is still enrolled in the programme and cannot be enrolled in other full-time programmes.

If it is not possible to start at that point in the programme, the course management at PBA in Animation will, if possible, provide programme elements until the normal progression can be resumed, such that the student's programme is not extended beyond the prescribed period of study. Only when this is not possible can the student have periods with no study related activities.

Leave of absence can only be granted for periods of complete programme elements. This does not apply to maternity/paternity leave or leave on the basis of adoption and conscription.

Leave of absence for any other reason than maternity/paternity leave, adoption or conscription can only be applied for after the student has passed the 1st year exam(s).

If leave of absence for any other reason than maternity/paternity, adoption or conscription is granted, this period is included in the maximum period of study.

If a student wishes to stop their leave of absence, they may do so by application to the course management.

A student cannot receive funds form the State Education Grant and Loans Scheme (SU) during leave of absence except in cases of maternity/paternity leave or adoption.

23.1 Maternity/paternity leave, adoption and conscription

The PBA in Animation cannot reject an application for leave of absence on the basis of documented maternity/paternity leave, adoption or conscription. The end of a leave of absence should, as far as possible, be planned to coincide with study start or the start of certain programme elements. This is done to ensure the fewest periods without study related activities as possible as well as the least amount of time where the student does not have access to the State Educational Grant and Loans Scheme (SU).

In connection with maternity/paternity or adoption, leave of absence may be granted for a period of up to 12 months and must terminate not later than 12 months after the birth or adoption. The request for leave of absence must be documented by birth certificate, maternity record, adoption certificate or other relevant documentation.

Leave of absence based on maternity/paternity, adoption or conscription is deducted from the maximum period of study.

23.2 Application

An application for leave of absence must be in writing and stating the reasons for the leave of absence. VIA University College can ask that the application is submitted on a special form, which can be digital.

Leave of absence cannot take effect retroactively and application must be submitted at least one month prior to the start of the leave.

24 Exemptions

The PBA in Animation at VIA University College can make exemptions from any rule in this curriculum.

25 Entry into force and transition rules

This curriculum enters into force from 1st of August 2025. Any prior curriculum for the Professional Bachelor's Degree Programme in Animation will be repealed as from this date.

26 Legal basis

This curriculum is based on the following legal documents.

- Act No. 396 of April 12, 2024, on Academy Profession Programmes and Professional Bachelor Programmes
- Ministerial Order No. 2672 of December 28, 2021, on Academy Profession Programmes and Professional Bachelor Programmes
- Ministerial Order No. 863 of June 14, 2022, on Examinations and Tests in Professional and Vocational Higher Education Programmes

- Bekendtgørelse om uddannelsen til professionsbachelor i animation (bekendtgørelse nr. 470 af 09/05/2018)

- Bekendtgørelse om ændring af bekendtgørelse til professionsbachelor i animation (bekendtgørelse nr. 543 af 28/04/2022)