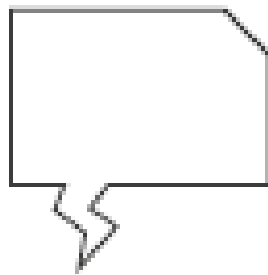# Curriculum for the Professional Bachelor's Degree Program in Graphic Storytelling

2022

The Animation Workshop

VIA University College

Contents

Foreword

The Professional Bachelor's Degree Program (PBA) in Graphic Storytelling is an artistic course program with a strong commercial and professional focus. Accordingly, students work intensively to acquire skills, knowledge and competences in a wide range of areas to develop high standards of craftsmanship and become able to work independently and innovatively in a professional international market. Students must be able to think commercially, adapt to a given project and create stories and intellectual properties that can form the basis of media production on various platforms.

The PBA in Graphic Storytelling is an *auteur* program where students work with their own personal expression, their own style and their own stories. This aspect of the program equally has a strong focus on craftsmanship and is coupled with an intense artistic focus.

The creation of comics is at the heart of the PBA in Graphic Storytelling. Comics is a constantly developing medium that still seems to hold plenty of unexploited potential. Requiring only a piece of paper, a pen and a comics creator, the comic is a powerful way to tell stories that can move and entertain a lot of people at a relatively low budget.

However, the comic can also be a lab for ideas where new, strong *Intellectual Properties* can develop and be tested before they are published on other, more expensive platforms.

For students to acquire skills to work in this field, the PBA in Graphic Storytelling introduces them to various media and platforms where they can use their abilities and knowledge.

Finally, the PBA in Graphic Storytelling has a strong focus on entrepreneurship. Upon completion of the program, graduates will master competences to work with a variety of clients, take up project employment of long or short duration, or work as freelancers. It is therefore of decisive importance that Graphic Storytellers are able to" sell themselves", use a creative and experimental approach to tasks and projects and help expand people's knowledge of graphic storytelling as a creative way to handle communication and entertainment tasks.

Viborg, September 2022

Peter Dyring-Olsen

Head of Studies, the Professional Bachelor's Degree Program in Graphic Storytelling,

1   Program structure and learning objectives

1.1 Program structure

The PBA in Graphic Storytelling comprises:

1.   Compulsory program elements equivalent to a total of 170 ECTS credits
2.   Electives equivalent to a total of 20 ECTS credits (per student)
3.   Internship equivalent to a total of 30 ECTS credits
4.   Final Bachelor Report and Exam, equivalent to 20 ECTS credits.

1.2 Learning objectives of the PBA Program in Graphic Storytelling

The learning objectives specify the knowledge, skills and competences that students enrolled in the PBA Program in Graphic Storytelling should obtain during the program (cf. the Ministerial Order on Professional Bachelor's Degree Programs in Graphic Storytelling, appendix 1).

1.2.1 Knowledge

The Professional Bachelor in Graphic Storytelling should acquire knowledge of:

1)   practice, theories, key concepts, methods and tools used within the production of graphic stories. Students should acquire knowledge of both traditional and new methods as well as be able to understand and reflect on the practice of the profession.
2)   theory and method applied within drawing, sequential storytelling, world building, communication, production technique, technology and entrepreneurship
3)   theory and method applied within research, idea generation, *pitching* and development design as well as composition
4)   narrative genres, tools and strategies
5)   using interdisciplinary and artistic methods and techniques based on theory of science within related subjects of relevance to graphic storytelling
6)   economic, ethical and legal issues of relevance to the profession in a national and international context and
7)   the historical development of graphic storytelling as well as its cultural use and implication.

1.2.2 Skills

The Professional Bachelor in Graphic Storytelling should learn skills in:

1)   applying theories and methods as well as relevant and practice-based terminology and frame of reference in connection with research and analysis of graphic stories,
2)   idea generation, design and creation of graphic stories and fictional worlds aimed at different media and target groups,
3)   applying the theories, working methods and techniques relevant to the subject area, including integration of traditional working methods with newer, digital methods and relating them to associated subject areas,

4) defining, planning and performing complex tasks and producing graphic stories within a pre-defined quality, time and budgetary framework,
5) assessing practical and theoretical issues related to the development and production of graphic stories and selecting and arguing for solutions proposed,
6) applying and assessing central, entrepreneurial methods and processes, including managing creative processes and entrepreneurship and
7) communicating about practice-based and professional issues and solutions in the different stages of production from *pitch* to audience test. Moreover, students should acquire skills in marketing and distribution and become able to use correct professional terminology in these fields as well as develop skills to communicate professionally with different professional groups, users, audiences and clients.

1.2.3 Competences

The Professional Bachelor in Graphic Storytelling should develop competence in:

1) carrying out research, idea generation, design and complex tasks within graphic storytelling and the creation of graphic worlds independently and as part of interdisciplinary collaborations
2) independently being part of disciplinary and interdisciplinary collaborations, including giving and receiving constructive and professionally valid criticism in relation to product as well as working processes
3) undertaking different types of tasks and performing functions, including specialist functions, in different parts and areas of the value chain. Moreover, students should acquire competences in undertaking more general tasks spanning different areas of work.
4) dealing with complex and development-oriented issues by linking practical experience with theoretical knowledge and method
5) managing communication and innovation of ideas and concepts in both business and artistic contexts,
6) managing creative processes, initiating development projects and creating own businesses independently or in collaboration with others,
7) identifying own learning needs and staying up to date on the development of the specialty area as well as on related specialty areas
8) navigating flexibly, actively and innovatively in an international market and assuming responsibility in accordance with the ethics of the profession.

2 Core areas in the program

The compulsory program elements (see section 3 below) are organized 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 Graphic Storytelling:

- Sequential Storytelling (80 ECTS credits)
- World Building (25 ECTS credits)
- Production Technique and Technology (15 ECTS credits)
- Entrepreneurship (30 ECTS credits)
- History of Art and Interdisciplinary Artistic Method (10 ECTS credits)
- Communication (10 ECTS credits).

2.1 Sequential Storytelling

Sequential Storytelling is an overall term for creating comics and working with related media. Accordingly, Sequential Storytelling is the central core area of the course program. The purpose is for students to acquire knowledge of sequential storytelling as well as skills and competences to produce graphic stories across genres, tonalities and media formats.

2.1.1 Content

The core area includes:

- theories and methods of narratology
- dramaturgy, including narrative dynamics and structure
- stylistic features (stylistics)
- manuscript writing, dialogue and character development
- graphic stories for different media and target groups, including new trends and media
- the comic page, including layout, preparing sketches and finishing
- storytelling for computer games
- understanding films and storyboard techniques for feature films and animation
- material knowledge
- figure drawing
- anatomy and construction
- style exercises
- picture composition, perspective and environmental studies.

2.1.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- the language of form of comics in theory and in practice
- narrative genres, tools and strategies
- classical and modern plot structure models used in short and long stories
- character development and character roles in fictional stories
- best practice in relation to clarity in the visual storytelling
- shift in genre and stylistics as organizing principle and how to balance expectations
- best practice in relation to work processes for comics creators
- best practice in relation to pitching and selling publications to publishing companies
- different drawing tools and their strengths and weaknesses
- perspective and construction in theory and practice.

Skills

Students should acquire the skills to:

- structure a workflow for a concrete comics project
- analyze and create sequential storytelling with an eye for all elements in the process
- use different narrative models for short and long stories

- develop a complementary gallery of characters and related Character Arcs
- implement an overall plot structure in concrete scenes with a concise and expressive text and dialogue
- adapt text manuscripts to visual stories
- use textual and visual elements of genre and style to ensure optimal communication of the story themes
- produce a synopsis/treatment for a longer sequential story
- implement themes in longer comics stories
- plan and organize working processes for preparation of longer sequential stories
- apply advanced drawing techniques and methods that can be used for maintaining and sharpening their drawing skills
- transfer approaches and methods used in connection with observation drawing to develop and draw their own motives.

Competences

Students should develop competence to:

- create comics using a reflective approach to visual storytelling
- write manuscripts for comics for their own use or for the use of others
- apply an effective and well-considered approach to adapting comics manuscripts written by others
- create short comics stories based on engaging and well-structured manuscripts and clear visual communication
- structure longer stories with complex plots, subplots, characters and themes
- plan and, to some extent, complete long working processes of creating visual stories.
- present concepts and pitch ideas to publishing companies
- apply a high level of drawing skills to visualize their own and others' messages
- view drawing and picture composition from an analytical perspective that makes it possible to identify and correct weaknesses of a craft and communicative nature in their own or others' drawings.

2.1.3 ECTS credits

The core area is equivalent to 80 ECTS. The course program is equivalent to a total of 240 ECTS credits.

2.2 World Building

World Building denotes the expanding field of original fictional universes that form the basis for stories across many different platforms. World Building is an important part of the Graphic Storytelling curriculum, because mastering the techniques and best practices enables the students to work professionally with storytelling in many different media and on many different platforms.

2.2.1 Content

The core area includes:

- research technique and method
- creative idea generation and world design
- process development technique
- scenography and characters
- presentation technique: Pitching, idea and concept presentation
- genres and styles.

2.2.2 Learning objectives

In World Building, students should develop skills and competences to create fictional graphic worlds as frameworks for stories in different genres and for various media platforms (comics, computer games, films, advertisements, web and events, etc.) aimed at a diverse group of target audiences.

Knowledge

Students should acquire knowledge of:

- character design in theory and practice
- world building and character design in existing products and Intellectual Properties (IP)
- applied theory and practice, key concepts, methods and tools used in the development of fictional graphic worlds
- different media platforms and their target groups.

Skills

Students should acquire the skills to:

- design fictional worlds and learn to consider history, characters and other relevant elements in the fictional world created (this could include anthropology, religion, technology and several other aspects)
- create presentation material illustrating their fictional worlds (so-called Story Bibles).
- analyze and work with character design in existing, fictional worlds
- apply and translate the methods and theories introduced. Moreover, students should become able to use relevant and practice-based terminology and frame of reference in connection with research and design of fictional as well as non-fictional graphic worlds.
- generate ideas as well as design and create fictional and non-fictional graphic worlds aimed at different media and target groups
- apply the theories, working methods and techniques relevant to the subject area as well as integrate traditional working methods with newer digital methods and using them in relation to associated subject areas
- define, plan and create graphic worlds based on a pre-defined quality, time and budgetary framework
- assess practical and theoretical issues related to the development and creation of graphic worlds and select, propose and argue for relevant solutions
- predict, identify and solve problems of a practical, technical or design-related nature which may arise during the course of the production process.

Competences

Students should develop competence to:

- prepare plans for how fictional worlds can exist on different platforms as well as formulate their considerations in regards to target groups
- carry out research, idea generation, design and complex tasks within graphic storytelling and creation of graphic worlds independently and as part of innovative, interdisciplinary collaborations
- be part of disciplinary and interdisciplinary collaborations, including giving and receiving constructive and valid criticism in relation to product as well as work processes
- perform different types of tasks and functions, including specialist functions, in different parts and areas of the development and creation of graphic worlds as well as more general tasks spanning different areas of work
- deal with complex and development-oriented issues by linking practical experience with theoretical knowledge and method.
- identify own learning needs and stay up to date on the development of the speciality and related specialities.

2.2.3 ECTS credits

The core area is equivalent to 25 ECTS. The course program is equivalent to a total of 240 ECTS credits.

2.3 Production Technique and Technology

The objective is for students to acquire basic knowledge about and skills in production technique and technology, including planning methodology, media technique and technology as well as relevant, computer-based tools.

2.3.1 Content

The core area includes:

- production planning: Pre-production, production and post-production
- media technique and technology (print methods, new technologies and distribution formats, etc.)
- computer-based tools (software), including drawing and painting programs, graphics programs and image processing programs and post-production.

2.3.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- different print methods as well as how the method used affects the preparation of printed matters, production economy as well as the final look and layout of the product
- software for creation of digital and interactive productions
- different platforms for publishing digital and interactive productions
- existing digital and interactive productions on a variety of platforms (including both comics, computer games and apps).

Skills

Students should acquire the skills to:

- create new, original, digital and interactive stories for different platforms that take advantage of the individual media used
- use relevant software to achieve their own objectives
- use existing platforms for distribution of their own digital and interactive stories.

Competences

Students should develop competence to:

- use a strategic approach when working with digital and interactive stories as well as when choosing platforms and software
- prepare and keep to a timetable and manage a complex digital and/or interactive production.

2.3.3 ECTS credits

The core area is equivalent to 15 ECTS. The course program is equivalent to a total of 240 ECTS credits.

2.4 Entrepreneurship

2.4.1 Content

The objective is for students to develop an entrepreneurial mindset and behavior. In addition, students should acquire knowledge, skills and action competences to manage creative processes, start up own businesses and develop already existing businesses in a market-oriented and cross-organizational context. There is a special focus on applied cartooning.

2.4.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- the various media used by graphic storytellers
- the various platforms that may be used for communicating students' professional work and profile
- areas where comics may be used for communication purposes
- current examples of applied cartooning
- contracts, client relations and salary and fee (basic knowledge)
- the landscape of publishing companies, editors and other relevant gate keepers in the media business in general and in the comics industry in particular
- publishing agreements (basic knowledge).

Skills

Students should acquire the skills to:

- work actively to demonstrate their abilities to potential employers
- use different relevant online platforms as a basis for their portfolio
- create applied cartoons within a given area
- carry out research in a given area
- identify established publishing companies and other media businesses actively and independently for the purpose of finding the right partner to publish and/or distribute their work.

Competences

Students should develop competence to:

- prepare a career plan
- contact potential clients for the purpose of pitching applied cartooning as a solution to client needs
- communicate proactively, strategically and clearly with a given client as well as create the basis for a discussion of salary and fee
- propose different solutions to meet the needs of a client, including outlining the timing and economic aspects of a given project
- develop and maintain a network of potential clients
- work strategically with establishing contact to publishing companies, film producers and other relevant media partners
- use a strategic approach to compile a broad range of tasks that can form the basis of their own business.

2.4.3 **ECTS credits**

The core area is equivalent to 20 ECTS. The course program is equivalent to a total of 240 ECTS credits.

2.5 **History of Art and Interdisciplinary Artistic Method**

The objective is for students to acquire extensive knowledge of and insight into history of culture and art as well as interdisciplinary artistic and theory of science based method for the purpose of strengthening their visual reflection and acquisition of knowledge.

2.5.1 **Content**

The core area includes the following elements:

- main currents in art and aesthetic history
- introduction to comics history and analysis
- introduction to artistic method in related art forms, for example literature, film, visual arts, music, theatre and design, etc.

2.5.2 **Learning objectives**

Knowledge

Students should acquire knowledge of:

- the history of the comics medium and its background
- the tools applied by the comics medium in a historical context
- production technologies used through time and their influence on the comics medium
- theory and practice of film storytelling
- the specific narrative characteristics of short films
- different approaches to idea generation in interdisciplinary collaborations
- the history of comics and their own place in this history.

Skills

Students should acquire the skills to:

- use the history of comics in their own creative process through their use of elements of style, references and other elements
- perform and apply research into comics productions of the past and use this as a basis for solving problems related to modern comics productions
- structure short film stories
- pitch ideas for short films
- work with idea generation individually and as part of interdisciplinary collaborations using a systematic approach.

Competences

Students should develop competence to:

- create comics that use the history of comics in a well-considered manner
- work as manuscript writers or consultants on film projects
- be part of writing/idea generation teams.

2.5.3 **ECTS credits**

The core area is equivalent to 10 ECTS. The course program is equivalent to a total of 240 ECTS credits.

2.6 **Communication**

The objective is for students to gain knowledge of the communicative, narrative and aesthetic characteristics of different media. The purpose of the program element is for students to develop skills to produce graphic stories for a variety of different media in various contexts and to use communication actively to promote their own work at different, relevant analogue and digital platforms.

2.6.1 **Content**

The core area includes the following elements:

- communication using text, illustrations, graphics, live pictures, sound and interactivity
- target groups
- media analyzis and history
- pitching
- digital culture patterns and new media formats
- business communication
- branding and visual identity.

2.6.2 **Learning objectives**

Knowledge

Students should acquire knowledge of:

- effective and targeted communication
- oral presentation techniques
- the media business. This includes knowledge of the types of pitches used and of what you pitch to whom, etc.
- the different online platforms, film festivals and other relevant fora for showcasing their work
- branding, including how to develop and maintain a brand.

Skills

Students should acquire the skills to:

- condense a message into what is absolutely essential
- target a message to a specific receiver
- understand how to produce messages with maximum effect
- understand how to incorporate "pitchability" of a project already in the design phase
- analyze their own brand and actively support it online and in connection with business events
- plan their own participation in business events.

Competences

Students should develop competence to:

- deliver an interesting oral presentation of ideas and projects at a high professional level
- prepare visual aids to support their oral presentations
- actively contact clients and sell projects to them
- work actively and strategically with their own brand as well as prepare plans and long-term goals for their branding.

2.6.3 **ECTS credits**

The core area is equivalent to 10 ECTS. The course program is equivalent to a total of 240 ECTS credits.

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3 Compulsory program elements

PBA in Graphic Storytelling consists of 17 compulsory program elements as described below. The compulsory program elements are equivalent to a total of 170 ECTS credits.

3.1 Drawing and Stylistics - core area: Sequential storytelling

Strong drawing skills enabling students to create the exact expression desired for a specific visual story are essential to all other activities and courses of the BA Program in Graphic Storytelling. Therefore, drawing is a focus area in the first part of the course program.

The objective of this program element is:

- that students acquire tools and methods to create observation drawings at a high technical level
- that students acquire knowledge of a number of drawing techniques and tools and learn to master them, and
- that students develop or sharpen their own expression through style exercises.

3.1.1 **Content**

The program element includes material knowledge, anatomy and construction, style exercises, picture composition, perspective and environmental studies.

3.1.2 **Learning objectives**

Knowledge

Students should acquire knowledge of:

- different drawing tools and their strengths and weaknesses
- perspective and construction in theory and practice
- how pictures communicate in a complex interaction between motive, composition and stylistics, etc.
- the role of text to convey meaning and as a visual element in pictures.

Skills

Students should acquire the skills to:

- master advanced drawing and employ methods for maintaining and sharpening their drawing skills

- transfer approaches and methods used in connection with observation drawing to develop and draw their own motives
- study, imitate and learn from trendsetting comics creators and/or illustrators
- use form and research-based methods for designing visual elements – character, environments and props.

Competences

Students should develop competence to:

- visualize their own and others' messages using a high level of drawing skills
- adopt an analytical perspective to drawing and picture composition that makes it possible for them to identify and correct weaknesses of a craft and communicative nature in their own or others' drawings.

3.1.3 ECTS credits

The program element is equivalent to 15 ECTS. The course program is equivalent to a total of 240 ECTS credits.

3.1.4 Exams

The learning objectives of the program element are tested at the portfolio exam at the end of the 1st semester (for more details on exams, see section 11).

3.2 Comics Tools – core area: Sequential storytelling

Comics is a complex form of expression using several different features on every single page. Understanding all the tools applied in this medium is decisive to clearly communicate stories or messages in comic form.

The objective of this program element is for students to become familiar with all the processes involved in creating comics – idea generation, manuscript writing, thumbnailing, layouting, sketching, preparing working drawings, finishing, lettering, etc. as well as with all the elements that comics consist of (drawings, pictures, transitions, page layout, etc.) and how to combine all the elements in an optimal way.

3.2.1 Content

The program element covers:

- idea generation and basic narrative structures
- systematic approaches to planning and creating comics.

3.2.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- the language of form of comics in theory and in practice
- narrative genres, tools and strategies
- best practice in relation work processes for comics creators.

Skills

Students should acquire the skills to:

- structure a workflow for a concrete comics project
- analyze and do sequential storytelling with an eye for the elements in the process.

Competences

Students should develop competence to:

- perform comics storytelling using a reflective approach to visual storytelling
- set and meet deadlines on the basis of a structured work processes.

3.2.3 ECTS credits

The program element is equivalent to 10 ECTS. The course program is equivalent to a total of 240 ECTS credits.

3.2.4 Exams

The learning objectives of the program element are tested at the portfolio exam at the end of the 1st semester (for more details on exams, see section 11).

3.3 History of Comics – core area: History of Art and Interdisciplinary Artistic Method

This program element includes a broad introduction to the long and rich history of the comics medium and a large number of case studies in specific works and creators. The objective is to give students an idea of the tradition that they are becoming part of but also to give them inspiration to find and work with comics of the past in creating new, forward-looking expressions. Finally, studies of the comics masters and their working methods is an obvious starting point for students to explore their own workflow and how this may be optimized based on their strengths and weaknesses.

3.3.1 Content

The program element covers:

- comics history from cave painting to *Web Comics.*
- main works and how they use the potential of the comics medium
- masters of the medium and their working methods.

3.3.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- the history of the comics medium and its background
- the tools applied by the comics medium in a historical context
- production technologies used through time and their influence on the comics medium
- the history of comics and their own place in this history.

Skills

Students should acquire the skills to:

- include comics history in the creative process when using elements of style, references or other elements
- perform and apply research into comics productions of the past and use this as a basis for addressing problems related to modern comics productions.

Competences

Students should develop competence to:

- create comics using the history of the medium in a well-considered manner.

3.3.3 ECTS credits

The program element is equivalent to 5 ECTS. The course program is equivalent to a total of 240 ECTS credits.

3.3.4 Exams

The learning objectives of the program element are tested at the portfolio exam at the end of the 1st semester (for more details on exams, see section 11.).

3.4 Sequential Storytelling 1 – core area: Sequential Storytelling

The objective is for students to acquire knowledge of the creation and development of short and concise visual narratives and become familiar with basic conventions relating to dramaturgy and narrative technique. Students should become familiar with and should work with stories and narrativity particularly in relation to classical narrative technique. This program element is very practice-based as it requires a lot of practice to become a strong creator of sequential storytelling. In Sequential Storytelling 1, students will be asked to complete specific tasks with the support of skilled teachers and craftsmen. Using this practice-based approach will optimize their development in sequential storytelling.

3.4.1 **Content**

The program element covers:

- narrative theory and method
- basic dramaturgy, including narrative dynamics and structure
- manuscript writing, dialogue and character development
- thumbnailing and layouting visual stories
- visuals expression as a narrative tool.

3.4.2 **Learning objectives**

Knowledge

Students should acquire knowledge of:

- classical and modern models for plot structures
- genre and stylistics as organizing principle and how to balance expectations
- character development and character roles in fictional stories
- best practice in relation to clarity in the visual storytelling.

Skills

Students should acquire the skills to:

- master the practical use of different narrative models
- develop a complementary gallery of characters and related character arcs
- implement an overall plot structure in concrete scenes with a concise and expressive text and dialogue
- adapt text manuscripts to visual stories
- use textual and visual genre and stylistic tools to ensure optimal communication of the themes of their story.

Competences

Students should develop competence to:

- write manuscripts for sequential stories for their own use or for the use of others
- adapt sequential storytelling manuscripts written by others using an effective and well-considered approach
- create short sequential stories based on engaging and well-structured manuscripts and clear visual communication.

3.4.3 **ECTS credits**

The program element is equivalent to 20 ECTS. The course program is equivalent to a total of 240 ECTS credits.

3.4.4 **Exams**

The learning objectives of the program element are tested at the 1st year exam at the end of the 2nd semester (for more details on exams, see section 11).

3.5 **Computer-based Tools – core area: Production Technique and Technology**

The objective is for students to acquire basic knowledge and skills for using relevant computer-based tools (software), including drawing and painting programs, graphic programs, image processing programs and layout and software for preparing files for print.

3.5.1 **Content**

The program element covers:

- print methods, new technologies and distribution formats, etc.
- computer-based tools (software) including drawing and painting programs, graphics programs and image processing programs and post-production.

3.5.2 **Learning objectives**

Knowledge

Students should acquire knowledge of:

- different print methods as well as how the chosen method affects the preparation of printed matters, production economy as well as the final look and layout of the product
- digital distribution methods and platforms, and the creative possibilities they offer.
- the underlying logic of drawing and graphic software and how this logic affects software use.

Skills

Students should acquire the skills to:

- do digital drawing, coloring and planning
- create comics and other printed matters for print or web-based distribution.

Competences

Students should develop competence to:

- produce and work with comics and illustrations, etc. using the digital tools currently used in the business.
- prepare their own or others' products for physical or digital production and distribution.

3.5.3 **ECTS credits**

The program element is equivalent to 5 ECTS. The course program is equivalent to a total of 240 ECTS credits.

3.5.4 **Exams**

The learning objectives of the program element are tested at the 1st year exam at the end of the 2nd semester (for more details on exams, see section 11).

3.6 **Illustration – core area: Sequential Storytelling**

The objective of the program element is for students to acquire tools and skills to visualize their own and others' ideas and concepts. Focus will be on identifying differences and similarities between comics drawing and illustration art. Moreover, the aim is for students to acquire skills to adapt their practice to both forms of drawing. In this program element, focus will equally be on translating complex topics and concepts representing a variety of areas (such as science, politics, fiction, etc.) into individual drawings.

3.6.1 **Content**

The program element covers:

- chromatology and coloring
- methods for using illustrations to visualize complex concepts and phenomena
- introduction to illustration as well as its practice and methods.

3.6.2 **Learning objectives**

Knowledge

Students should acquire knowledge of:

- colors as well as their interaction and communicative potential in theory and practice
- how pictures communicate in a complex interaction between motive, composition and stylistics, etc.
- how illustrations are used in different media and on different platforms
- how illustrations and text interact.

Skills

Students should acquire the skills to:

- master traditional and digital coloring methods used in practice
- fully use all the possibilities of visual communication such as design, composition, colors and texture, etc.
- actively choose and implement styles and expressions.

Competences

Students should develop competence to:

- translate and condense complex concepts and phenomena into individual as well as sequential illustrations with a clear communicative purpose.

3.6.3 ECTS credits

The program element is equivalent to 15 ECTS. The course program is equivalent to a total of 240 ECTS credits.

3.6.4 Exams

The learning objectives of the program element are tested at the 2nd year exam at the end of the 4th semester.

3.7 World Building – Core area: World Building

The objective of this program element is to introduce students to basic theory and practice relevant to creating fictional worlds that are sufficiently complex and rich to generate a variety of stories for a multitude of platforms.

3.7.1 Content

The program element includes subjects focusing on how to work with fictional worlds in pop culture and how to use World Building as a powerful storytelling method. Through the program element, students will furthermore see how fictional worlds may form the basis of IPs at different scales.

3.7.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- practice, theories applied as well as central concepts, methods and tools used in the development of fictional graphic worlds
- methods and tools for creating stories and products based on fictional worlds
- different media platforms, their communicative strengths and weaknesses as well as their target groups.

Skills

Students should acquire the skills to:

- design complex fictional worlds which may include and generate a multitude of stories and products
- visualize characters, environments and props from fictional worlds that precisely and concisely summarize the nature and distinctive features of the world

- generate stories based on complex fictional worlds
- present fictional worlds as concepts that appeal to the clients.

Competences

Students should develop competence to:

- master systematic and targeted creation of complex fictional worlds
- prepare story bibles for presentation of fictional worlds including:
    - presenting the world in text and pictures
    - creating products based on the fictional world.

3.7.3 ECTS credits

The program element is equivalent to 15 ECTS. The course program is equivalent to a total of 240 ECTS credits.

3.7.4 Exams

The learning objectives of the program element are tested at the 2nd year exam at the end of the 4th semester (for more details on exams, see section 11).

3.8 Sequential Storytelling 2 – core area: Sequential Storytelling

The objective of this program element is for students to acquire knowledge of the creation and development of visual narratives in graphic novel length and become familiar with advanced dramaturgy and conventions relating to narrative techniques. Students should become familiar with and should work with stories and narrativity in relation to more experimental narrative methods as well. The program element is a continuation of Sequential Storytelling 1.

3.8.1 Content

The program element covers:

- advanced narrative techniques
- dramaturgy, including narrative dynamics and structure
- the synopsis as a working and sales tool
- thumbnailing and layouting long visual stories
- change of style as a narrative technique.

3.8.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- plot structures for longer stories, including sub plots
- changes in genre and stylistics as a narrative tool

- complex character development – and lack of this
- best practice in relation to pitching and selling publications to publishing companies.

Skills

Students should acquire the skills to:

- use narrative models for longer stories in practice
- develop a complementary gallery of characters and related character arcs
- produce a synopsis/treatment for a longer sequential story
- implement themes in longer comics stories
- plan and organize working processes for preparation of longer comics stories.

Competences

Students should develop competence to:

- structure longer stories with complex plots, subplots, characters and themes
- plan and, to some extent, complete long working processes of creating visual stories
- present concepts and pitch ideas to publishing companies.

3.8.3 ECTS credits

The program element is equivalent to 20 ECTS. The course program is equivalent to a total of 240 ECTS credits.

3.8.4 Exams

The learning objectives of the program element are tested at 2nd year exam at the end of the 4th semester (for more details on exams, see section 11).

3.9 Inter-aesthetic Collaboration – core area: History of Art and Interdisciplinary Artistic Method

One of the main ideas behind the Professional Bachelor's Program in Graphic Storytelling is that the comics creator may be able to use his or her wide range of competences in a number of other areas within visual storytelling. As part of the inter-aesthetic collaboration course, students become part of an active co-creation partnership with students on the Professional Bachelor's Program in Animation (Character animation and CG Arts). The purpose of this partnership is to create and develop stories for the graduation films produced on the third year of the BA Program in Animation.

The aim is for students to gain experience in using their skills in a different professional context but also for them to collaborate with other professional groups that employ completely different working methods and consider visual stories from a different angle.

3.9.1 Content

The program element covers:

- Idea generation in collaboration with CG artists and character animators
- Short film as a form of expression
- Theory and practice of film storytelling
- Manuscript development and consultancy work.

3.9.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- theory and practice of film storytelling
- the specific narrative characteristics of short films
- methods for co-creative idea generation.

Skills

Students should acquire the skills to:

- structure short film stories
- collaborate about idea generation using a systematic and interdisciplinary approach.

Competences

Students should develop competence to:

- work as manuscript writers or consultants on film projects
- be part of writing/idea generation teams.

3.9.3 ECTS credits

The program element is equivalent to 5 ECTS. The total ECTS credits of the course program are 240 ECTS.

3.9.4 Exams

The learning objectives of the program element are tested at the following exams: The 2nd year exam at the end of the 4th semester (for more details on exams, see section 11).

3.10 Pitching – core area: Communication

Comics creators typically work freelance. Accordingly, they must continuously be able to "sell" themselves and their projects to various gatekeepers and clients. The key tool in this process is the pitch that provides a short, emphatic and clear-cut presentation of a project that is targeted at the receiver.

Through this program element, students should train their ability to boil down their ideas to what is essential and to present them in the most appetizing manner imaginable – live and in front of a critical audience. As part of this program element, students will train pitching for two

purposes: When they prepare and pitch ideas for graduation films prepared as part of the school's animation program and when they develop and pitch their own graphic novel pitches to a panel of invited publishers.

3.10.1 Content

The program element covers:

- condensing and targeting complex messages to specific target groups or contexts
- preparing strong visual aids
- oral presentation to fellow students as well as potential employers.

3.10.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- effective and targeted communication
- different techniques for oral presentation
- the industry and which types of pitches are used and in which context, etc.

Skills

Students should acquire the skills to:

- condense a message into what is absolutely essential
- target a message to a specific receiver
- produce messages with maximum effect
- incorporate the "pitchability" of a project already in the design phase.

Competences

Students should develop competence to:

- prepare and deliver an interesting oral presentation of ideas and projects at a high professional level
- prepare visual aids to support their oral presentation
- actively contact clients and sell projects to them.

3.10.3 ECTS credits

The program element is equivalent to 5 ECTS. The course program is equivalent to a total of 240 ECTS credits.

3.10.4 Exams

The learning objectives of the program element is tested at the 2nd year exam at the end of the 4th semester (for more details on exams, see section 11).

3.11 Digital and Interactive productions – core area: Production Technique and Technology

Based on two production projects (*Interactive Comics* and *Games)*, this program element aims for students to acquire knowledge of and experience in working with digital and interactive productions and the specific requirements involved.

3.11.1 Content

The program element includes teaching as well as workshop activities focusing on interactivity, programming, asset management, online sharing and various other aspects.

3.11.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- software for creation of digital and interactive productions
- different platforms for publishing of digital and interactive productions
- existing digital and interactive productions on a variety of platforms (including both comics, computer games and apps).

Skills

Students should acquire the skills to:

- create new, original digital and interactive stories for different platforms that take advantage of the potential of the individual media used
- use relevant software to achieve their own objectives
- use existing platforms for distribution of their own digital and interactive stories.

Competences

Students should develop competence to:

- use a strategic approach when working with digital and interactive stories as well as when choosing platforms and software
- prepare and keep to a timetable and manage a complex digital and/or interactive production.

3.11.3 ECTS credits

The program element is equivalent to 10 ECTS. The course program is equivalent to a total of 240 ECTS credits.

3.11.4   Exams

The learning objectives of the program element are tested at the following exams: The 3rd year exam at the end of the 6th semester (for more details on exams, see section 11).

3.12 World and Character Design – core area: World Building

The objective of this program element is for students to train their ability to work intensively with the creation of fictional worlds and especially with creating characters based on these worlds.

Character design is based both on the characteristics of the fictional character, including its role in the fictional world, as well as the physical design of the character. As part of this program element, students work with character design for both original as well as already existing fictional worlds.

3.12.1   Content

The program element covers:

- theory and practice of character design
- character writing, including creating characters that fit into a specific fictional world
- working with world building in worlds created by the students as well as in original and already existing fictional worlds
- workflow for working with world building and character design in professional productions.

3.12.2   Learning objectives

Knowledge

Students should acquire knowledge of:

- character design in theory and practice
- world building and character design in existing products and IPs.

Skills

Students should acquire the skills to:

- design fictional worlds and learn to consider history, characters and other relevant elements in the fictional world created (this could include anthropology, religion, technology and other aspects)
- create presentation material illustrating their original fictional worlds (so-called Story Bibles)
- analyze and work with character design in existing, fictional worlds.

Competences

Students should develop competence to:

- prepare plans for how the fictional world can exist on different platforms as well as formulate considerations in regards to target groups.

3.12.3 ECTS credits

The program element is equivalent to 10 ECTS. The course program is equivalent to a total of 240 ECTS credits.

3.12.4 Exams

The learning objectives of the program element are tested at the following exams: The 3rd year exam at the end of the 6th semester (for more details on exams, see section 11).

3.13 Portfolio and Career Planning 1 and 2 – core area: Entrepreneurship

The objective of this program element is to train students in devising and creating plans for their career with the aim of maximizing the number of job opportunities and focusing on the most relevant and interesting jobs. Using this approach, students work with creating and maintaining an online portfolio that introduces the students' work, skills and experience.

3.13.1 Content

The program element includes a presentation of different strategies for working with portfolios. Moreover, students are introduced to a number of existing portfolios. Students also work with physical versions of the portfolios and with how a portfolio may form the basis of interviews with editors, producers and other professionals.

3.13.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- the different media that a graphic storyteller can work for
- the different platforms that may be used for communicating their professional work and profile
- production set-ups in different, relevant media.

Skills

Students should acquire the skills to:

- work actively to demonstrate their abilities to potential employers
- use different, relevant online platforms as a basis for their portfolio.

Competences

Students should develop competence to:

- prepare a career plan.

3.13.3   ECTS credits

The 5th semester program element is equivalent to 5 ECTS and the 7th semester program element is equivalent to 5 ECTS. The course program is equivalent to a total of 240 ECTS credits.

3.13.4   Exams

The learning objectives of the program element are tested at the following exams:

Portfolio and Career Planning 1 is tested at the 3rd year exam at the end of the 6th semester (for more details on exams, see section 11).

3.14 Self-promotion, Online Presence and Branding – core area: Communication

The objective of this program element is to train students in developing their own artistic brand. Focus is specifically on online presence, and students will learn to maintain an online identity by sharing work online. Students are equally introduced to approaches and best practice in connection with participation in business events such as comics festivals.

3.14.1   Content

The program element covers:

- branding
- introduction to different, relevant online platforms
- introduction to business events, including the leading festivals.

3.14.2   Learning objectives

Knowledge

Students should acquire knowledge of:

- different online platforms, film festivals and other relevant fora for showcasing their work
- branding, including how to develop and maintain a brand.

Skills

Students should acquire the skills to:

- analyze their own brand and actively support it online and in connection with business events

- plan their own participation in business events.

Competences

Students should develop competence to:

- work actively and strategically with their own brand, including preparing plans and long-term goals for their branding.

3.14.3 ECTS credits

The program element is equivalent to 5 ECTS. The course program is equivalent to a total of 240 ECTS credits.

3.14.4 Exams

The learning objectives of the program element are tested at the following exams: The 3rd year exam after the end of the 6th semester (for more details on exams, see section 11).

3.15 Applied Cartooning – core area: Entrepreneurship

The objective of this program element is to introduce students to working with comics in non-fictional contexts, for example as information and communication tools in the healthcare sector, in art and culture, journalism, etc. Moreover, students should develop skills to contact potential clients for the purpose of creating applied cartoons. This will increase the area of potential jobs for students. Finally, the focus is for students to contact and develop potential clients as well as to acquire knowledge of balancing ideas about style and artistic voice with the needs of the client.

3.15.1 Content

The program element covers:

- collaborating with a client about preparing applied cartoons that meet the client's requirements
- introduction to contracts, salary and fee, etc.
- training in contacting and developing potential client areas
- training in balancing ideas about style and artistic voice with client requirements.

3.15.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- areas where comics can be used for communication purposes
- current examples of applied cartooning
- contracts, client relations, salary and fee (basic knowledge).

Skills

Students should acquire the skills to:

- prepare applied cartoons within a given area
- carry out research in a given area
- prepare a timetable for the production of a specific applied cartoon.

Competences

Students should develop competence to:

- contact potential clients for the purpose of pitching applied cartooning as a solution to client needs
- communicate proactively, strategically and clearly with a given client as well as create a basis for a discussion of salary and fee
- propose different solutions that aim to meet the needs of a client, including outlining the timing and economic aspects of a given project
- develop and maintain a network of potential clients.

3.15.3 ECTS credits

The program element is equivalent to 5 + 10 ECTS of which 10 ECTS are equal to Internship 1 (see section 4.1). The course program is equivalent to a total of 240 ECTS credits.

3.15.4 Exams

The learning objectives of the program element are tested at the 3rd year exam at the end of the 6th semester (for more details on exams, see section 11).

3.16 Publishing and Freelance Work – core area: Entrepreneurship

3.16.1 Content

Through meetings with publishers, publishing editors, producers and other relevant gatekeepers of the media business, students develop an understanding of and practical experience in working professionally in the media and cultural business.

The program element also focuses on the rights and possibilities of the creative artist when working freelance.

3.16.2 Learning objectives

Knowledge

Students should acquire knowledge of:

- the landscape of publishing companies, editors and other relevant gatekeepers in the media business in general and in the comics industry in particular.
- publishing agreements (basic knowledge).

Skills

Students should acquire the skills to:

- identify established publishing companies and other media businesses actively and independently for the purpose of finding the right partner to publish and/or distribute their work.

Competences

Students should develop competence to:

- work strategically with establishing contact to publishing companies, film producers and other relevant media partners
- use a strategic approach to compile a broad range of tasks that can form the basis of an independent business.

3.16.3 ECTS credits

The program element is equivalent to 5 ECTS. The course program is equivalent to a total of 240 ECTS credits.

3.16.4 Exams

The learning objectives of the program element are tested at the following exams: The bachelor report and exam at the end of the 8th semester (for more details on exams, see section 11).

3.17 The Final Production

3.17.1 Content

The purpose of the Final Production is for the students to independently carry out project work and to work with a practice-based problem scenario related to a key area within their speciality using an experimental, empirical and/or theoretical approach.

In the Final Production, the students should make a production that demonstrates and links the knowledge and competences acquired during the course program.

The project should illustrate the students' ability to use a holistic and interdisciplinary approach and to consider all aspects of the value chain, including craft and commercial aspects.

Moreover, the Final Production should show the students' individual, critical reflection on their own practice, including choice of specific methods and aesthetic features.

The Final Production is a graphic story including at least 30 pieces of visual material created by the student. The student must independently prepare a timetable and a production plan for the

project, and must keep a journal throughout the project. The student has one semester to complete the project. The date for project hand-in is announced at the beginning of the semester.

3.17.2 Learning objectives

The learning objectives of the Final Production are identical to the overall learning objectives of the full course program as described above in section 1.2. as well as in Appendix 1 to the Ministerial Order on the Professional Bachelor's Degree Program in Graphic Storytelling.

3.17.3 ECTS credits

The Final Production is equivalent to 20 ECTS. 10 of the 20 ECTS credits from the Final Production are part of the Bachelor Exam at the end of the 8th semester.

The course program is equivalent to a total of 240 ECTS credits.

3.17.4 Exams

The Final Production is an individual project produced on the 7th semester, and the learning objectives of the program element are tested at Final Production exam at the end of the 7th semester and at the Bachelor Exam at the end of 8th semester.

The Final Production may take place as a collaboration between one or more students and may include a company. The project is created by the student and must be approved by the educational institution.

Practical requirements, including formal requirements, are described in more detail in section 11, Exams.

4 Internship as a part of the program

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

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

4.1 Internship 1

Internship 1 is the first internship period. It is placed on 6th semester.

4.1.1 Content

As part of the Applied Comics project, the students determine a list of clients to work with to create applied comics for the clients' communication strategy. For this internship the students

gain experience with working with a client, pitching and producing applied comics to communicate a message of the client's choice to their desired target audience.

The students are guided in the task of the internship by teachers in the beginning and at the end of the production. The students are physically on campus at the school during this period, with the client making visits to the production environment if possible. The students are also expected to visit the clients' facilities if possible.

The students are responsible for maintaining clear communication with the clients throughout the project and should report any communication issues directly to their coordinator.

Prior to commencement of the internship, the internship client must be approved by the educational institution. The approval should assess the relevance of the internship client to the course program as well as the ability of the internship client to comply with the internship requirements, including giving feedback on the interns' work and progress.

The work week is 35 hours. However, in busy periods, the student may expect to work more during periods prior to presentation. The group should evaluate their style and complexity in relation to their skillset and learning objectives with their supervisors to balance their ambition and workload to an appropriate level.

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

The educational institution is responsible for preparing the internship client as well as the student for the internship.

The internship must have a practice-based working day in a relevant professional area of the PBA in Graphic Storytelling.

The students hold the IP for development of the idea. The students, internship client and the school all hold the distribution rights for the complete work.

Upon completion of the internship, the internship client must participate in the presentation and evaluation with each student and/or team to evaluate the outcome.

4.1.2 **Learning objectives**

Knowledge

Students should acquire knowledge of:

- working with a client on applied comics
- how to approach the target audience(s)
- how to create a professional pitch
- the business procedures and network of the internship client or organization.

Skills

Students should acquire the skills to:

- work actively, collaboratively and independently as part of the working processes for the applied comic
- develop an idea and pitch it to a client
- analyze the economy of the idea to a realistic workload.

Competences

Students should develop competence to:

- identify potential clients
- assess their own strengths and weaknesses and proactively engage in their own development
- participate in a professional evaluation with their client and teachers.

4.1.3 **ECTS credits**

The internship is equivalent to 10 ECTS. The course program is equivalent to a total of 240 ECTS credits.

4.1.4 **Exams**

The learning objectives of the program element are tested at the 3rd year exam after the end of the 6th semester (for more details on exams, see section 11).

4.2 **Internship 2**

Internship 2 is the second internship period. It is placed on the 8th semester.

4.2.1 **Content**

The internship may take place in companies doing business in the specialty areas covered by the course program. However, it is a requirement that the internship host has an employee with a sufficient level of professional knowledge who can help strengthen the student's disciplinary and professional development. Prior to commencement of the internship, the internship host must be approved by the educational institution. The approval should assess the relevance of the internship to the course program as well as the ability of the internship host or organization to comply with the internship requirements and to make an external internship guidance teacher available.

The weekly working hours are 37 hours. However, in busy periods, the student must expect to work more if this is also expected from the other employees of the internship host.

The internship is unpaid, but according to section 19, Legal basis, the student may receive an acknowledgement in appreciation for his or her work in the form of a small payment from the internship host. The amount must not exceed DKK 3.000 (2017-prices) a month and must not be offered as a pre-agreed amount similar to employment income.

Prior to the internship, an agreement outlining the learning objectives of the internship is prepared. To make sure that the internship meets these learning objectives, the internship host, the student and the educational institution collaborate. The student is required to take active

part in finding a relevant internship host. The educational institution keeps a database of internship hosts and assists students in identifying relevant internship partners.

The educational institution is responsible for preparing the internship host as well as the student for the internship.

The date of commencement of the internship period may vary depending on the agreement made with the internship host. However, the internship agreement must be completed and approved at least one month prior to the commencement of the internship.

The internship must have a duration of at least nine weeks and must resemble a practice-based working day in a relevant professional context. Examples of internship hosts could be comic, book or newspaper editorial offices, museums, advertising agencies, illustration agencies, film and animation studios, etc.

If the student has not found an internship placement at the latest two weeks prior to commencement of the semester, the educational institution may offer the student to do the internship with one of the departments of the educational institution. Similarly, the student may be offered to do supplementary, relevant internship with one of the departments of the educational institution in case the first agreement about internship is terminated.

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

Upon completion of the internship, the internship company must confirm if the student has complied with the criteria for completing the internship.

4.2.2 **Learning objectives**

Knowledge

Students should acquire knowledge of:

- the business area of the internship host
- the business procedures, working day and contact network of the internship host or organization.

Skills

Students should acquire the skills to:

- work actively and independently as part of the working processes of the internship host and proactively define their own role.

Competences

Students should develop competence to:

- identify potential internship hosts
- contact potential internship hosts as well as plan and prepare a plan for the internship
- act in a professional context.

4.2.3 **ECTS credits**

The internship is equivalent to 20 ECTS. The course program is equivalent to a total of 240 ECTS credits.

4.2.4 **Exams**

Students prepare a written internship report based on a template (for more details on exams, see section 11).

It is a prerequisite for taking part in the exam that the internship is completed.

5 The final examination project

The Professional Bachelor's Degree Program in Graphic Storytelling concludes with a bachelor report.

5.1 **The Bachelor Report**

5.1.1 **Content**

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 program. Using their Final Production, their journal and their internship as a point of departure, the students write a report where they analyze their work thus far, and define a career path for the coming 1½ - 5 years.

The report should demonstrate an independent, critical reflection within the project topic of the Final Production. Furthermore, based on the learning outcome of the modules Portfolio & Career Planning (2) and Publishing & Freelance Work, the report must explain how the Final Production relates to the student's career path plan.

5.1.2 **Learning objectives**

The learning objectives of the bachelor report are identical to the overall learning objectives of the full course program as described above in section 1.2. as well as in Appendix 1 to the Ministerial Order on the Professional Bachelor's Degree Program in Graphic Storytelling.

5.1.3 **ECTS credits**

The bachelor report is equivalent to 20 ECTS. This includes 10 ECTS credits from the Final Production on 7th semester. The course program is equivalent to a total of 240 ECTS credits.

5.1.4 **Exam**

The bachelor report is an individual report completed on the 8th semester, and is concluded with an oral exam (the Bachelor exam) at the end of the 8th semester. Practical and formal requirements are described in detail under Exams in section 11.

6 Elective Elements

In order to complete the PBA in Graphic Storytelling, students must complete four elective elements, each equivalent to 5 ECTS credits.

Electives must provide students with the opportunity to enhance their study and professional skills through the personal tailoring of their degree and by adding new perspectives within areas broadly related to the core areas of the course program.

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

The placement of the elective elements in the program structure is specified below in the section on placement of program elements and internship.

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

7 Credit transfer

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

Credit transfer is awarded based on a professional evaluation of whether or not the passed elements or prior work experience matches the level and contents of one or more elements and/or internships in the PBA in Graphic Storytelling.

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

The obligation to inform on passed program 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 Programs and Professional Bachelor Programs and in the Ministerial Order on Academy Profession Programs and Professional Bachelor Programs. These rules also apply to elective elements on the PBA in Graphic Storytelling.

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 program element/internship for which credit is applied. The application for credit transfer must be submitted to:

The Animation Workshop, VIA University College
Kasernevej 5
8800 Viborg

Att.: Study Administration (Graphic Storytelling)

8 Placement of program elements and internships, including exams in the program structure

The PBA in Graphic Storytelling is a full-time higher education. Students who follow the standard program structure, including exams, will follow the below progression:

1st year

1st semester

Drawing and Stylistics 15 ECTS	Comic Tools 10 ECTS	History of Comics 5 ECTS

Project: None

Exam: Portfolio Exam (after 1st semester)

2nd semester

Sequential Storytelling 1 20 ECTS	Computer Based Tools 5 ECTS	Elective 1 5 ECTS

Project: Comic Book Project (5 weeks)

Exam: First Year Exam (after 2nd semester

2nd year

3rd semester

Illustration 15 ECTS	World Building 15 ECTS

Project: None

Exam: Second Year Exam (after 4th semester)

4th semester

Sequential Storytelling 2 20 ECTS	Inter-aesthetic Collaboration 5 ECTS	Pitching 5 ECTS

Project: Graphic Novel Pitch (5 weeks)

Exam: Second Year Exam (after 4th semester)

3rd year

5th semester

Digital and Interactive Productions 10 ECTS	World and Character Design 10 ECTS	Portfolio and Career Planning 1 5 ECTS	Elective 2 5 ECTS

Project: None

Exam: Third Year Exam (after 6th semester)

6th semester

Self-promotion, Online Presence and Branding 5 ECTS	Applied Comics 5 ECTS	Internship 1: Applied 10 ECTS	Elective 3 5 ECTS	Elective 4 5 ECTS

Project: Applied Comics Pitch (5 weeks)

Exam: Third Year Exam (after 6th semester)

4th year

7th semester

Publishing and Freelance Work 5 ECTS	Portfolio and Career Planning 2 5 ECTS	Final Production 20 ECTS

Project: Final Production

Exam: Final Production

8th semester

Internship 2: Company 20 ECTS	Bachelor Report 10 ECTS

Project: None

Exams: Internship Exam and Bachelor Exam

The PBA in Graphic Storytelling 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 above progression. Likewise, a student whose progression has been altered cannot be assured to follow the program with the same group of students.

9 Parts of the program which can be completed abroad

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

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

Application to complete program elements abroad must be submitted to the Study Coordinator for the class that the program 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 program elements abroad, students must as a minimum have finished their first year of study.

10 Internship

As part of the PBA in Graphic Storytelling, students must complete two periods of internship.

Through an interplay with the other course program elements the students set and fulfill the learning objectives of the course program as well as ensure that theory is linked to professional experience. The internships therefore aim to train students in using the knowledge acquired in a practical context and reflect on their own role.

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

An internship is a period of learning. The host company must give the students the opportunity to acquire the leaning outcomes set in the internship agreement. The students will have a contact person at the studio, who will follow their progress and give feedback to their development on a weekly basis.

The internships may take place in Denmark and/or abroad.

10.1 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 assesment 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 Graphic Storytelling if the internship period cannot be assessed as completed. The PBA in Graphic Storeytelling 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 program if he or she does 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 program if it is not possible for administrative or practical reasons to offer a new period of internship in the same semester. Please see the overview of placement of program elements and internship above.

10.2 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 doing his/her 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 Professional Bachelor's Degree Program in Graphic Storytelling whether a student doing internship is considered qualified to work in the industry after completing the course program. 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 program management of the Professional Bachelor's Degree Program has been contacted with the purpose of solving a conflict or problem between the student and host.

10.3 Internship in own company

Students may apply for internship in their own company/own project for the second internship period. The working hours must be 37 hours and the work must contribute to meeting the learning objectives of the internship.

Students may apply for internship in their own company/own project not later than six weeks prior to commencement of the internship period:

Students must hand in a motivated application (max 2 standard pages).

The content of this application is described in more detail in the application form on Itslearning.

The application must include names of at least 1-2 mentor(s) who have accepted to be the contact person and mentor during the entire internship. Students must give reasons for their choice of mentor and include documentation of the agreement made with the mentor.

The Head of Graphic Storytelling is solely responsible for deciding whether to approve the internship, including whether the student is considered sufficiently motivated and structured to do an internship in the students own company.

11 Exams in the Professional Bachelor's Degree Program in Graphic Storytelling

11.1 Spelling and writing skills

All projects and exams on the PBA in Graphic Storytelling 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.

11.2 Exams under special conditions

The PBA in Graphic Storytelling 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.

Exams under special conditions are offered to students on an individual basis based on application. The program management assesses the merits of each application and decides if and to what extent exam under special conditions is warranted. Exams under special conditions can only ensure that students with special needs have the possibility to complete exams on an

equal footing with students without such needs. The level of 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.

11.3 Exams on the Professional Bachelor's Degree Program in Graphic Storytelling

The exams on the Professional Bachelor's Degree Program in Graphic Storytelling are assessed on the basis of the learning objectives of one or more of the program elements of the program. The learning objectives assessed at each specific exam are specified below under the individual exams.

At the start of each program 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. It is not possible to withdraw from an exam.

11.3.1   Portfolio Exam (at the end of the 1st semester)

The learning objectives for the program elements that are part of the 1st semester are tested at the portfolio exam:

- Drawing and Stylistics – core area: Sequential storytelling
- Comics Tools – core area: Sequential storytelling
- History of Comics – core area: History of Art and Interdisciplinary Artistic Method

Competences

The portfolio should demonstrate the students' ability to document their development on the first semester.

Exam form

- Oral exam based on presentation portfolio
- Duration: 30 minutes.
- The exam is individual.

Basis for exam

The exam is based on the presentation portfolio with examples of the student's work during the first semester.

Scope, project and written product

The portfolio should include completed work representing all major assignments and projects on the first semester.

As a minimum, the portfolio should include three assignments from the Drawing and Stylistic workshops as well as assignments produced as part of the workshops in Comics Tools and Comics History. It must be clear from the portfolio which assignments have been produced in which workshops.

The portfolio must be handed in within the deadline stipulated and following the standards outlined in section 12 unless otherwise stipulated.

Basis for assessment

The individual oral exam is based on the portfolio handed in. When assessing the student's performance, emphasis is placed on the student's ability to reflect on and argue for their selection of assignments for the portfolio. This assessment is based on the learning objectives for Drawing and Stylistics, Comics Tools and Comics History. Moreover, the assessment is based on the extent to which the student is able to reflect on his/her own learning and development during the semester on the basis of the assignments included.

Assessment

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

11.3.2 First Year Exam (at the end of the 2nd semester)

At the exam, the learning objectives for the compulsory program elements on 2nd semester are tested:

- Sequential Storytelling 1 – core area: Sequential Storytelling
- Computer-based Tools – core area: Production Technique and Technology

Moreover, the exam tests the student's compliance with the learning objectives for electives completed on the 2nd semester.

Competences

Emphasis is placed on the extent to which the student demonstrates overview of genre, tone and gallery of characters. Moreover, the student must demonstrate ability to apply knowledge and sequential storytelling.

Exam form

- Oral exam based on project handed in.
- Duration: 25 minutes.
- This is an individual exam.

Basis for exam

The exam is based on a comic that the student should create over a period of five days based on an outline. The outline is handed out at the beginning of the exam.

Scope, project and written product

Students should prepare a complete comic of minimum two pages on the basis of an outline; a single sentence, a phrase, a proverb or a quote. The outline should ensure that students cannot reuse work created in another context. The comic may be drawn digitally or analogue and may be in color or black and white. Genre, tone, environment, etc. is up to the student, as long as the student is able to argue convincingly for the connection between the draft text handed out and the comic produced.

The comic must be handed in within the deadline stipulated and complies with the criteria described above and in section 12 unless otherwise stipulated.

Prerequisite for exam

It is a prerequisite for taking part in the exam that the exercises that have been defined as "key deliverables" of the program elements above has been handed in and approved within the deadline stipulated and following the standards outlined in section 12 unless otherwise stipulated. The key deliverables will be announced at VIA Studienet/Study Net ahead of the semester.

Basis for assessment

The individual oral exam is based on the project handed in. Emphasis is placed on the student's reflections on and argumentation for his/her choices in working with the project.

Assessment

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

11.3.3   Second Year Exam (at the end of the 4th semester)

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

- Illustration – core area: Sequential Storytelling
- World Building – core area: World Building
- Sequential Storytelling 2 – core area: Sequential Stroytelling
- Inter-aesthetic Collaboration – core area: History of Art and Interdisciplinary Artistic Method
- Pitching – core area: Communication.

Competences

At the oral exam, students must elaborate on the artistic and commercial choices made in their practical assignment as well as reflect on their choices and development. Specific emphasis is placed on the student's ability to demonstrate skills and knowledge within *World Building* (core area: World building).

Exam form

- The oral exam is based on a drawn and written outline handed in (see description below for more details).
- Duration: 25 minutes.
- The exam is individual.

Basis for exam

The exam is based on a practical assignment of a duration of five days where students should demonstrate knowledge and skills within 2nd year program elements.

Scope, project and written product

The student must hand in an assignment consisting of:

1) a complete comic, two pages long as a minimum, with colored drawings, set in a fictional world built by the student and
2) as a minimum one page with descriptions of how the comic and its world can form the basis of World Building.

The project must be handed in within the deadline stipulated and comply with the criteria described above and in section 12 unless otherwise stipulated.

Prerequisite for exam

It is a prerequisite for taking part in the exam that the exercises that have been defined as "key deliverables" of the program elements above has been handed in and approved within the deadline stipulated and following the standards outlined in section 12 unless otherwise stipulated. The key deliverables will be announced at VIA Studienet/Study Net ahead of the semester.

Basis for assessment

The individual oral exam is based on the project handed in. Emphasis is placed on the student's reflections on and argumentation for his/her choices in working with the project.

Assessment

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

11.3.4 Third Year Exam (at the end of the 6ᵗʰ semester)

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

- Digital and Interactive productions – core area: Production Technique and Technology
- World and Character Design – core area: World Building
- Portfolio and Career Planning 1 – core area: Entrepreneurship
- Self-promotion, Online presence and Branding – core area: Communication
- Applied Cartooning – core area: Entrepreneurship
- Internship 1

Competences

The assignment prepared by the student should demonstrate knowledge and skills within the program elements scheduled on the 3ʳᵈ year. At the oral exam, students must equally defend the artistic and commercial choices made in their practical assignment as well as reflect on their choices and development.

Exam form

- Oral exam based on individual project handed in.
- Duration: 30 minutes.
- This is an individual exam.

Basis for exam

The exam is based on a practical assignment that students must complete within five days. The assignment prepared by the student should demonstrate knowledge and skills within the

program elements scheduled on the 3rd year. It is a prerequisite for participating in the exam that the assignment has been handed in within the deadline stipulated.

Scope, project and written product

Students must hand in a comic with a length of 2-4 pages.

The comic must be handed in within the deadline stipulated and follow the criteria described above and the standards according to section 12 unless otherwise stipulated.

Prerequisite for exam

It is a prerequisite for taking part in the exam that the exercises that have been defined as "key deliverables" of the program elements above has been handed in and approved within the deadline stipulated and following the standards outlined in section 12 unless otherwise stipulated. The key deliverables will be announced at VIA Studienet/Study Net ahead of the semester.

Basis for assessment

The individual oral exam is based on the project handed in. Emphasis is placed on the student's reflections on and argumentation for his/her choices in working with the project.

Assessment

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

11.3.5   Final Production

The Final Production is a project, based on a topic of the student's own choice within one or more of the core areas covered by the course program. The project should demonstrate a high level of technical and artistic skills in Graphic Storytelling as well as independent, critical reflection within the project topic.

Competences

The purpose of the Final Production is for the students to independently carry out project work and to work with a practice-based problem scenario related to a key area within their speciality using an experimental, empirical and/or theoretical approach.

In the Final Production, the students should make a production that demonstrates and links the knowledge and competences acquired during the course program. The project should illustrate the students' ability to use a holistic and interdisciplinary approach and to consider all aspects of the value chain, including craft and commercial aspects.

Exam form

- Individual exam, based on The Final Production
- The project can be performed as a group project. The assessment follows for each student individually.

Basis for exam

The exam is based on a graphic story and a project journal. The student has one semester to complete the project.

Scope, project and product

The Final Project consist of:

- A graphic story including at least 30 pieces of visual material created by the student.
- Project Journal – A production journal (log book) with a scope of minimum one entry per production week.

If the Final Production is executed as a group project, the scope of the handed in project is 30 pieces multiplied by the number of students in the group (1 student: 30 pieces; 2 students: 60 pieces, etc.).

The production must clearly show which students produced which parts, allowing the examiners to make an individual assessment of every student in the group.

Every student in a group project must hand in their individual production journal as described above.

The project journal must be handed in at the same time as the production (at the latest).

The Final Production must be handed in before the deadline announced at the beginning of the semester and must comply with the criteria above and the standards in section 12 unless otherwise stipulated.

Prerequisite for exam

It is a prerequisite for participating in the exam that the topic of the Final Production has been approved (in writing) by the course coordinator within the first week of the 7th semester.

Basis for assessment

The Final Production hand in.

Assessment

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

11.3.6 Internship Exam

The learning objectives of the Internship 2 on 8th semester are tested at this exam.

Competences

The student must reflect on his/her own effort and learning as well as the nature and relevance of the internship host.

Exam form

This is an individual written exam.

Basis for exam

The exam is based on written internship report on the basis of a template prepared by the educational institution. The template is handed out prior to commencement of the student's internship. The internship report must be handed in immediately upon completion of the internship.

Scope, project and written product

The scope of the report must be 1-2 standard pages.

The internship report must be handed in within the deadline stipulated and following the standards outlined in section 12 unless otherwise stipulated.

Prerequisite for exam

It is a prerequisite for participating in the exam that the internship has been assessed as completed.

Basis for assessment

The student's ability to reflect on their own role in the internship and on the role of a graphic storyteller in a professional context.

Assessment

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

11.3.7   Bachelor Exam

The Bachelor report and exam are based on a topic of the student's own choice within one or more of the core areas covered by the course program. Using their Final Production, their production journal and their internship as a point of departure, the students write a report where they analyze their work thus far, and define a career path for the coming 1½ - 5 years.

Furthermore, based on the learning outcome of the modules *Portfolio & Career Planning (2)* and *Publishing & Freelance Work*, the report must explain how the Final Production relates to the student's career path plan.

The report should demonstrate an independent, critical reflection within the project topic and must show the students' individual, critical reflection on their own practice, including choice of specific methods and aesthetic features.

Competences

The aim of the bachelor exam synopsis and report is for students to define their career goals as well as reflect on their process and create a plan to reach their goals.

Exam form

- Oral exam, based on a written and visual work (see description below for more details).
- Duration: 30 minutes
- This is an individual exam.

Basis for exam

The exam is based on:

- The Bachelor Report
- The Final Production, specifically the Production Journal
- The Oral Exam

Scope, project and written product

The Bachelor report must have a scope of 10-15 standard pages.

Based on a topic of the student's own choice within one or more of the core areas covered by the course program, and using their Final Production and internship as a point of departure, the students write a report where they analyze their work thus far, and define a career path for the coming 1½ - 5 years.

The Bachelor report must be handed in within the deadline stipulated and comply with the requirements for the project specified above and following the standards outlined in section 12 unless otherwise stipulated.

Students cannot sit the bachelor exam until all other exams of the course program, including the internship exam, have been passed.

Basis for assessment

The basis for assessment are the individual oral exam, the Bachelor Report and the Final Production, specifically the Production Journal.

Assessment

The exam is assessed according to the 7-point grading scale, with an external examiner. Students are given one overall grade for the bachelor report, the production journal (Final Production) and the oral exam. The exam is assessed as follows: the Bachelor Report holds the main priority and the oral exam and Production Journal the secondary.

11.4 First year exam

The exams at the end of the 1st semester (portfolio exam) and at the end of the 2nd semester (first year exam) 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 program elements that make up the 2nd year of study, the exam is considered to have been passed on time, and the student may continue his/her studies in accordance with the progression outlined above under placement of program 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 § 4, stk. 2 of the Ministerial Order on Examinations on Professionally Oriented Higher Education Programs.

Applying for transfer, changing academic major or leave of absence for other reasons than illness, 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.

11.5 Re-examination and illness

9.4.1.Illness

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

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.

11.5.1   Failed attempt

Students who do not pass an exam will be registered for re-examination as soon as possible.

Not showing up for an exam or not handing in an exam assignment on time, is considered a failed attempt.

Students are automatically registered for the re-examination.

In exceptional circumstances, a re-examination can be planned in connection with the next ordinary exam in the same program element. This, however, does not apply to re-examinations of the bachelor project which must always be conducted within the same exam period.

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

According to Ministerial Order on Examinations on Professionally Oriented Higher Education Programs, the student has three attempts in all to pass each exam. In case the student fails all three attempts, she/he may apply for a dispensation to register for an additional attempt. A dispensation can be granted by the educational institution (represented by the Director of the Education), if the student can justify that the failed attempts were caused by extraordinary circumstances.

If the student has used up all his/her attempts to pass an exam, he/she will be terminated from the education (according to the Ministerial order on access to Professionally Oriented Higher Education Programs).

11.6 Cheating, plagiarism and disruptive behavior

11.6.1   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 programs 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 Professional Bachelor's Degree Program in Graphic Storytelling can also decide to temporarily or permanently suspend the student from the Professional Bachelor's Degree Program in Graphic Storytelling.

These rules also apply to the exam prerequisites.

11.6.2 **Disruptive behavior**

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

11.7 **Complaints about exams and appeals**

11.7.1 **Complaints about exams**

A student enrolled in the Professional Bachelor's Degree Program in Graphic Storytelling has a right to continue his or her 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 program 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 program 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 Professional Bachelor's Degree Program in Graphic Storytelling 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 com-plaint should have at least one week to comment.

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

The Professional Bachelor's Degree Program in Graphic Storytelling, 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 defense.

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 Professional Bachelor's Degree Program in Graphic Storytelling.

11.7.2   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 Professional Bachelor's Degree Program in Graphic Storytelling

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 defense.

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 Professional Bachelor's Degree Program in Graphic Storytelling 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.

11.7.3 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 Professional Bachelor's Degree Program in Graphic Storytelling or to any other authority. In re-assessments or re-exams, a student can complain to the Professional Bachelor's Degree Program in Graphic Storytelling 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 Edu-cation 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.

11.7.4 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 Professional Bachelor's Degree Program in Graphic Storytelling 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.

12 Formal standards for assignments and projects

12.1 Standards

The following standards apply to all written assignments, projects and exam papers at the Professional Bachelor's Degree Program in Graphic Storytelling:

- All project reports must be handed in digitally to a drive or media specified
- If no other information is provided, a comic page is one A4 page with visual material produced by the student
- For all written assignments, projects and exam papers at the Professional Bachelor's Degree Program in Graphic Storytelling, a standard page is 2400 typing units (including spaces).

12.2 References

Quotations in written assignments and projects at the Professional Bachelor's Degree Program in Graphic Storytelling 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, projects and exam papers at the Professional Bachelor's Degree Program in Graphic Storytelling:

- 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.

Referencing should be in the form of footnotes, end notes or as a parenthesis in the main text (in written assignments).

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

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.

After written assignments and exams are handed in, the PBA in Graphic Storytelling will assess whether the formal standards for the written product have been complied with. 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. Furthermore, if a student fails

to meet the requirement for good academic practice, it may have consequences according to VIA's disciplinary rules for students.

13 Instruction and working methods in the Professional Bachelor's Degree Program in Graphic Storytelling

The students enrolled in the Professional Bachelor's Degree Program in Graphic Storytelling are expected to demonstrate a high level of commitment in all aspects of the course program. 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 program 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 program 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 is an integral part of the Professional Bachelor's Degree Program in Graphic Storytelling.

Below is a description of the course program organization as well as of the instruction and working methods applied.

13.1 Differentiation of teaching

The course program 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 assignement/project, subject, method and learning objectives.

13.2 Study activity model

The below study activity model describes the types of activities that are part of the course program 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 program becomes increasingly project-based.

Student activity model PBA in Graphic Storytelling	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 %	40 %	30 %	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 • Collaborations with External Partners	50 %	50 %	50 %	15 %
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 %	5 %	10 %	55 %
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. • Social Activities & Events • Network & Mentoring • TAW Talks • Screenings • Workshops • Self-guided projects	5 %	5 %	10 %	25 %

13.3 Planning of teaching activities

13.3.1   Modules

Teaching at the Professional Bachelor's Degree Program in Graphic Storytelling is planned in modules which in different ways are based on the practice of the entire area of graphic storytelling. The modules use an experimental and practice-based approach.

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

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.

Craft modules

In the craft modules, students work with a specific skill within graphic storytelling (e.g. life drawing, perspective, dialogue and much more). The aim is for students to acquire knowledge of and master a broad range of relevant technical skills within Graphic Storytelling.

Production modules

The production modules are courses where students 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).

Theory modules

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

13.4 Working methods

13.4.1   Teaching/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 verbally and in other ways when this is required by the teacher.

Studio work

When doing studio work, students carry out assignments individually at their work stations. 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.

Presentation and evaluation

Presentation and evaluation of assignments on 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.

Evaluation of teaching

Individual, written evaluation and/or joint evaluation on class of teacher and workshops. Students are expected to make their honest and reflective opinion known and thereby contribute actively to continuous improvement of teaching at the Professional Bachelor's Degree Program in Graphic Storytelling.

Class meetings

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

13.4.2   Project and group work with active participation

Group projects

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

Writing papers

As part of the PBA in Graphic Storytelling, students prepare written papers, including the bachelor project and internship report, but also comics analysis and reflection papers. The purpose of reflection papers is for students to reflect on their own learning. Reflection papers form the basis of individual meetings between the student and his/her coordinator. 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.

Preparing for exams

Students are expected to prepare for their oral exams. Therefore, the educational institution hands out a precise description of the exam and its purpose.

Exam

The purpose of oral exams is for students to demonstrate understanding of the individual program elements as well as of the overall course program content and structure. The oral exam is a discussion between the student, the examiner and the internal or external examiner.

Students are expected to be able to explain their choices and rejections in connection with projects and exercises and to demonstrate ability to reflect on practice and method. The oral exam timetable is made available by the educational institution not later than two weeks prior to the oral exam.

Collaborations with external partners

On a current basis, the Professional Bachelor's Degree Program in Graphic Storytelling and The Animation Workshop initiate collaboration with different relevant external partners, including schools 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 program.

13.4.3   **Main projects**

Students complete three main projects as part of the course program. The projects are placed on the 2nd, 4th and 6th semester, and it is a prerequisite for taking the exams scheduled on these semesters that students have participated actively in completing the projects and have handed in their part of the products created as part of the projects as described below under "Hand-in".

Main project on the 2nd semester: Magazine Project

The *Magazine Project* is a compulsory project, the purpose of which is to train students in the learning objectives of the program elements Sequential Storytelling 1 and Computer-based Tools.

The *Magazine Project* has a duration of five weeks. In the project, students work in groups of four to produce a comics magazine of 32 pages, including cover. Each student writes a manuscript for seven pages, creates sketches for seven pages, finish drawings for seven pages and edit seven pages. In this way, each student plays an active role in creating every single page of the 28 pages of the comic.

The project is organized as follows: Two weeks for creating the story and for manuscript writing, two weeks for drawing and one week for graphic planning.

The project has three focus areas and learning objectives:

1. Students should prepare a longer narrative in collaboration with other students. The purpose of using this approach is to ensure that the individual student receives the support required to handle challenges, especially in relation to plot structure. The aim is for students to become able to apply the skills already acquired in relation to narrative structures and manuscript writing to longer and more complex stories.

2. Students should measure their strength in all roles in a collaborative working process, including writing for someone else, realizing manuscripts prepared by someone else, finishing sketches created by someone else and editing someone else's work. This process corresponds exactly to the process applied by American comics producers. Accordingly, it is valuable for students to practice working in this way. The aim is for students to acquire professional and people skills as well as strategies for use in creative collaborations between equal partners that later may prove valuable in the labor market.

3. Because the final magazine is printed by a professional printing company, and students are responsible for the graphic planning and for preparing the material for print, students must acquire skills to use graphic programs like InDesign and Photoshop as well as a deeper understanding of terms and methods used in relation to printing. The aim is for

students to become able to prepare a professional comics product to a printing house and/or work with others' material for the purpose of making the material meet the requirements of publishing and printing houses.

Hand-in: To complete the project, students must hand in a finished comics magazine of 32 pages (including cover) together with their group. Moreover, to finish the project, the student must have written a manuscript for seven pages, finished drawings for seven pages and edited seven pages so that he or she has been involved in creating each of the 28 pages that are part of the comic.

Students will receive joint feedback on the *Magazine Project.*

Main project on the 4th semester: Graphic Novel Pitch

The Graphic Novel Pitch Project is a compulsory project, the purpose of which is to train the learning objectives of the program elements Sequential Storytelling 2 and Pitch).

Graphic Novel Pitch has a duration of five weeks where the individual student develops and pitches a *Graphic Novel* project. As a minimum, the pitch includes a synopsis for the complete *Graphic Novel* (70-300 pages), 10 complete sample pages, an oral pitch and a "pitch packet".

The full synopsis should describe the plot as well as the ending of the story created. In addition to the synopsis, students should prepare an elevator pitch, i.e. a short and emphatic teaser text that sells the story in the best way possible. The ten sample pages should present a part of the Graphic Novel that is representative of the novel and is presented in an appetizing manner. If the idea is to produce the Graphic Novel in color, the ten specimen pages should have a polished finish and be colored

The oral presentation should give a short and emphatic introduction to the project using visual materials that attract attention and create interest. The pitch packet should present the material produced in a small leaflet that the student could give to publishing companies or others showing an interest in his or her material.

Basically, the project is split into two weeks of idea generation, synopsis and manuscript writing, two weeks of drawing and coloring, and one week for preparation of the oral pitch and creation of pitch packet.

On the last day of the project, students present the project to a panel of publishers, editors and others with knowledge of the publishing business and receive feedback similar to the feedback given to professional comics creators.

The project has three focus areas and learning objectives:

1. Students should create a long narrative taking into consideration the increased complexity of long narratives compared to short ones: Subplots, character ensembles, page themes, etc. The aim is for students to become able to apply the skills already acquired in relation to narrative structures and manuscript writing for longer stories.

2. Students should individually plan and carry out a comics project of longer duration. The aim is to gain experience with production planning and own working processes that may be used when completing the final bachelor project and later as professional comics creators.

3. Students should communicate their ideas and projects to a representative from one of the businesses employing graduates from the program. The aim is for students to

become able to conceive ideas for and "sell" their own projects and in this way work as independent, creative workers producing their own material.

To complete the project, students must have participated actively in group work, the purpose of which is to hand in a comics pitch which as a minimum includes:

- Synopsis for the complete *Graphic Novel (*the scope must be conceptualized at 70-300 pages)
- 10 complete sample pages
- participation in oral *pitch*
- as well as "pitch package".

Students will receive joint feedback on the *Graphic Novel Project.*

Main project on the 6th semester: Applied Cartooning

Applied Cartooning is a compulsory project, the purpose of which is to train the learning objectives of the program elements Applied Cartooning and Self-promotion, Online Presence and Branding. It also functions as the first internship period of the program (see section 3.16.1)

Applied Cartooning has a duration of five weeks. During the project, students work individually or in groups with an external "client" to create applied cartoons.

The recommended length of the project is between 8-36 pages per student (depending on format, level of detail, etc.)

In the first two weeks of the project, students will be introduced to a large number of different forms of applied cartoons (communication in the form of comics, newspaper articles in the form of comics and teaching materials in the form of comics). In this introductory stage of the project, students will equally learn how to use methods and acquire knowledge of best practice as well as take part in introductory meetings with the client before they start creating applied cartoons. Students subsequently have five weeks to produce their applied cartoons.

The project equally introduces students to a number of relevant and related fields such as contracts, salary and fee, planning software and dialogue with potential clients, etc.

The project is taught by different guest lecturers, but the idea is that the students prepare a timetable for the project, in close collaboration with the client.

The educational institution contacts a number of relevant and potential clients that students can choose between. Clients may be NGOs, museums, cultural events and others with an unfulfilled need for communication.

The project concludes with a presentation where each project is presented in front of a representative from the educational institution, a client representative and a guest lecturer of the PBA in Graphic Storytelling.

The purpose of the project is to train students' compliance with the following learning objectives:

1. In collaboration with an external client, students should be able to plan and carry out an applied cartooning production.

2. Students should acquire knowledge about applied cartooning as a field (including history, areas of application and best practice).

3. Students should be able to advise clients on which type of cartooning is best suited for a specific task (or can be used to complete the task within the timeframe stipulated).

4. Students should be able to argue for their choices and rejections in the process.

To complete the project, students must have participated actively in group work, the purpose of which is to hand in a project of 8-36 pages per student.

To complete the project, students must participate in the presentation of the project.

Final Production

See above under Exams (section 11.3.5.).

14 Prerequisite for taking part in exams and study activity

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

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

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

14.1 Study activity

According to the Ministerial Order on Professional Bachelor's Degree Program in Graphic Storytelling and Professional Bachelor Programmes, students must participate in the program 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 program 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 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 organization.

The Animation Workshop expects a high level of study activity and that students all take an active role in all modules and program elements that are part of the course program. 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 Graphic Storytelling for a consecutive period of at least one year, the student may be expelled from the course program in accordance with the rules in the Ministerial Order on Admission to Academy Profession and

Professional Bachelor's Programs. The student will be given information about his or her failure to meet the study activity requirement prior to the expulsion.

Students may at any time check their own study activity by contacting the Study Coordinator.

15 Texts in foreign languages

All teaching and instruction at the PBA in Graphic Storytelling is in English.

16 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 Graphic Storytelling during the leave of absence. Upon conclusion of the leave of absence, the student resumes his/her studies at the point in the program from which the leave started. The student is still enrolled in the program and can not be enrolled in other full time programs.

If it is not possible to start at that point in the program, the PBA in Graphic Storytelling will, if at all possible, provide program elements until the normal progression can be resumed, such that the student's program 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 program 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 his leave of absence, he or she 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.

16.1 Maternity/paternity leave, adoption and conscription

The PBA in Graphic Storytelling 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 program 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.

16.2 **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.

17 Exemptions

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

18 Entry into force and transition rules

This curriculum enters into force from the onset of the academic year 2022. Any prior curriculum for the PBA in Graphic Storytelling will be repealed as from this date.

19 Legal basis

This curriculum is based on the following legal documents.

- Lov om erhvervsakademiuddannelser og professionsbacheloruddannelser (senest bekendtgjort ved lovbekendtgørelse nr. 1343 af 10/12/2019)

- Bekendtgørelse nr.[BEK nr 2672 af 28/12/2021] om erhvervsakademiuddannelser og professionsbacheloruddannelser (LEP-bekendtgørelsen)

- Bekendtgørelse om uddannelsen til professionsbachelor i grafisk fortælling (BEK nr. 672 af 10/06/2013)

- Bekendtgørelse nr. BEK nr 36 af 13/01/2022 om adgang til erhvervsakademiuddannelser og professionsbacheloruddannelser (adgangsbekendtgørelse)

- Bekendtgørelse nr.BEK nr. 863 af 14/06/2022 om eksamener og prøver ved professions- og erhvervsrettede videregående uddannelser (eksamensbekendtgørelse)

- Bekendtgørelse nr. BEK nr. 1125 af 04/07/2022 om karakterskala og anden bedømmelse ved uddannelser på Uddannelses- og Forskningsministeriets område (karakterbekendtgørelsen).