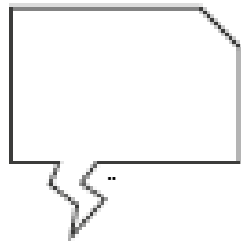


Curriculum for the Professional Bachelor's Degree Program in Graphic Storytelling



2019



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Preamble

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, June 2019,

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 project 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 of 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 (20 ECTS credits)
- Production Technique and Technology (20 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.



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 20 ECTS.

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 20 ECTS.

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 30 ECTS.



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.

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

- communication using text, illustrations, graphics, live pictures, sound and interactivity
- target groups
- media analysis 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.



3. Compulsory program elements

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
- 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.

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 9.1.)



It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with.

In this program element, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the program element (see section 10.4. for more details on attendance and participation requirements).

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.

3.2.4. Exams

The learning objectives of the program element are tested at the portfolio exam after the end of the 1st semester (for more details on Exams, see section 9.1.)

It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with. In this program element, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the program element (see section 10.4. for more details on attendance and participation requirements).



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 elements 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.

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 9.1.)

It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with. In this program element, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the program element (see section 10.4. for more details on attendance and participation requirements).

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 comics creator. 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 elements 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 comics for their own use or for the use of others
- adapt comics manuscripts written by others using an effective and well-considered approach
- create short comics 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..

3.4.4. 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 9.1.)

It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with. In this program element, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the program element (see section 10.4. for more details on attendance and participation requirements and section 10.3.3. on *Magazine Project*).



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 10 ECTS.

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 9.1.)

It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with. In this program element, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the program element as well as exercises prepared in connection with the 2nd semester *Magazine Project* (see section 10.4. for more details on attendance and participation requirements) and section 10.3.3. on *Magazine Project*.

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 and their development through centuries. 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.

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 (for more details on Exams, see section 9.1.).

It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with. In this program element, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the program element (see section 10.4. for more details on attendance and participation requirements).

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.

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 9.1.).

It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with. In this program element, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the program element (see section 10.4. for more details on attendance and participation requirements).

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.

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, see section 9.1. on Exams)

It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with. In this program element, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the program element as well as exercises prepared in connection with the 4th semester *Graphic Novel Pitch* project (see section 10.3.3. for more details on the project and section 10.4. for more details on attendance and participation requirements)..

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 9.1.)

It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with. In this program element, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the program element (see section 10.4. for more details on attendance and participation).

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..

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 9.1.)

It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with. In this program element, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the program element as well as exercises prepared in connection with the 4th semester *Graphic Novel Pitch* project (see section 10.3.3. for more details on the project and section 10.4. for more details on attendance and participation).

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..

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 9.1.).

It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with. In this program element, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the program element (see section 10.4. for more details on attendance and participation).

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 5 ECTS.

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 9.1.)

It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with. In this program element, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the program element (see section 10.4. for more details on attendance and participation).

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.



3.13.4. 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 and the bachelor exam at the end of the 8th semester (for more details on Exams, see section 9.1.).

It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with. In this program element, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the program element (see section 10.4. for more details on attendance and participation).

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.

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 9.1.)

It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with. In this program element, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the program element, including the *Applied Cartooning* project on the 6th semester (for more details on projects, see section 10.3.3, and for more details on attendance and participation, see section 10.4.).



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 15 ECTS.

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 9.1.)

It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with. In this program element, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the program element, including the 6th semester *Applied Cartooning* project (see section 10.3.3. Projects for more details and section 10.4. for more details on attendance and participation).



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.

3.16.4. Exams

The learning objectives of the program element are tested at the following exams: The bachelor project at the end of the 8th semester (for more details on Exams, see section 9.1.)

It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with. In this program element, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the program element (see section 10.4. for more details on attendance and participation).

3.17. The Bachelor Project and the Bachelor Exam

3.17.1. Content

The purpose of the bachelor project is for 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 bachelor project, students should make a production that demonstrates and links the knowledge and competences acquired during the course program.



The project should illustrate 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 bachelor project should show individual, critical reflection on their own practice, including choice of specific methods and aesthetic features.

3.17.2. Learning objectives

The learning objectives of the bachelor project 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 bachelor project is equivalent to 20 ECTS.

3.17.4. Exam

The bachelor project is an individual project produced on the 7th semester. Following completion of the project, students must prepare a written reflection on their bachelor project (reflection report). The bachelor project and the reflection report form the basis of the oral exam.

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

Practical requirements, including formal requirements, are described in more detail under Exams in section 9.1.

3.18. Internship – first period

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

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

Through an interplay with the other course program elements, during the internship 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 learning 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.

3.18.1. Content of the first internship period

The first internship period lies in the 3rd year of study. 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.

3.18.2. 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.

3.18.3. ECTS credits

The internship is equivalent to 10 ECTS.



3.18.4. Exams

The learning objectives of the program element are tested at the 2nd year exam after the end of the 4th semester (for more details on Exams, see section 9.1.)

It is a prerequisite for taking part in the exam that the participation requirement for this program element has been complied with. In this program element, students must take part in all scheduled lessons (see section 10.4. for more details on attendance and participation requirements).

3.19. The second internship period

3.19.1. Content of the second internship period

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.

According to section 12, 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 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 individually responsible for 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 is given notice to terminate the internship, is expelled or terminates the internship, the participation requirement as well as the compulsory attendance requirement of the student must be assessed as described in section 10.4. This assessment determines whether the student is offered a new period of internship.

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.

In exceptional circumstances, such as company bankruptcy, illness or similar, exemption may be granted for the full internship. Students, companies or organizations applying for exemption must contact the internship coordinator who will consider whether exemption may be granted.



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 host completes an evaluation of the intern and the educational institution

3.19.2. 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.

3.19.3. ECTS credits

The internship is equivalent to 20 ECTS.

3.19.4. Exams

Students prepare a written internship report based on a template (for more details, see section 9.1. Exams).

4. Elective Elements

In order to complete the PBA in Graphic Storytelling, students must complete four elective elements, each equivalent to 5 ECTS credits. The placement of the elective elements in the program structure is specified below in the section on placement of program elements and internship.

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.

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

At the PBA in Graphic Storytelling, students can choose between the following electives:

4.1. Layout Basics



4.1.1. Content

During the two weeks of the elective, students will become familiar with the basic principles of graphic work, including typography, and will be introduced to relevant software (InDesign, Illustrator).

4.1.2. Learning objectives

Knowledge:

Students should acquire knowledge of:

- basic principles of design and layout
- working procedures used in connection with graphic work
- relevant software.

Skills:

Students should acquire the skills to:

- use relevant software.

Competences:

Students should develop competence to:

- maintain an overview of a large graphic production
- choose fonts, template layout and other elements to create the right solution
- work independently with layout.

4.1.3. ECTS credits

The elective is equivalent to 5 ECTS credits.

4.1.4. Exams

The learning objectives of the elective are tested at the following exams: either at the 1st year exam at the end of the 2nd semester (if the student has taken the elective on the 2nd semester) or at the 3rd year exam at the end of the 6th semester (if the student has taken the elective on the 6th semester). Please see section 9.1. Exams for more details.

It is a prerequisite for taking part in the exam that the participation requirement for the elective has been complied with. In the elective, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the elective (see section 10.4. for more details on attendance and participation).

4.2. Production set-up and Convention prep

4.2.1. Content

This workshop focuses on the students creating original small print run publications using only readily available production facilities. The students create small comics with a focus on the artefact: a publication with interesting production values (format, cut-outs, paper quality etc.) on a simple production line that they should be able to afford on their own in their professional future.

Furthermore, the workshop focuses on budgeting a print-run, both on a simple set-up and on a professional offset printer. The students will learn how to calculate a print price and thereby set a realistic sales price.

Finally, the workshop also touches upon how to table at a comic convention: how to sell your own zines, how to meet people and make the right connections.

4.2.2. Learning Objectives

**Knowledge:**

Students should acquire knowledge of:

- print basics
- setting up a production line with simple and/or readily available facilities
- how to construct a print budget
- different kinds of printing options (laser print, jet ink, offset etc.)

Skills:

Students should acquire the skills to:

- create complex publication on a simple production set-up
- plan and follow through on a zine production
- create a budget for the publication on different production set-ups

Competences:

Students should develop competence to:

- make rational production and publication decisions based on budget, creative angle and goals

4.2.3. ECTS credits

The elective is equivalent to 5 ECTS credits.

4.2.4. Exams

The learning objectives of the elective are tested at the following exams: The 3rd year exam after the end of the 6th semester (for more details on Exams, see section 9.1.)

It is a prerequisite for taking part in the exam that the participation requirement for the elective has been complied with. In the elective, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the elective (see section 10.4. for more details on attendance and participation).

4.3. Animation and Game Production Basics**4.3.1. Content**

The focus of this elective is for the student to build up knowledge about and skills to work within the related fields of animation, video games, apps etc. The elective introduces the students to Background Design, Character Design and Storyboarding.

4.3.2. Learning objectives**Knowledge:**

Students should acquire knowledge of:

- basics of Background Design for animation
- storytelling in Background Design
- basics of Character Design for animation, videogames, apps
- basics of Prop Design for animation, videogames, apps
- working within a pipeline production for animation, videogames, apps.

Skills:

Students should acquire the skills to:

- create original Background Designs for animation
- create original Character Designs for animation, videogames, apps.
- create original Prop Designs for animation, videogames, apps.
- working from a brief
- working within an established graphic universe.

**Competences:**

Students should develop competence to:

- identify their own role in a production within animation, videogames, apps.

4.3.3. ECTS credits

The elective is equivalent to 5 ECTS credits.

4.3.4. Exams

The learning objectives of the elective are tested at the following exams: The 3rd year exam after the end of the 6th semester (for more details on Exams, see section 9.1.)

It is a prerequisite for taking part in the exam that the participation requirement for the elective has been complied with. In the elective, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the elective (see section 10.4. for more details on attendance and participation).

4.4. Consulting on Animation and Game Productions**4.4.1. Content**

The students enter into a close collaboration with students from PBA in Animation on the final animation and game productions. The Graphic Storytelling students mainly consult on story development, story design and storyboarding.

4.4.2. Learning objectives**Knowledge:**

Students should acquire knowledge of:

- working within a pipeline production for animation, videogames
- planning and scheduling on animation and videogame productions.

Skills:

Students should acquire the skills to:

- utilizing skills as Graphic Storytellers in animation and videogame productions.

Competences:

Students should develop competence to:

- identify their own role in a production within animation, videogames, apps.

4.4.3. ECTS credits

The elective is equivalent to 5 ECTS credits.

4.4.4. Exams

The learning objectives of the elective are tested at the following exams: The 3rd year exam after the end of the 6th semester (for more details on Exams, see section 9.1.)

It is a prerequisite for taking part in the exam that the participation requirement for the elective has been complied with. In the elective, students must take part in all lessons scheduled as well as hand in all



exercises handed out as part of the elective (see section 10.4. for more details on attendance and participation).

out as part of the elective (see section 10.4. for more details on attendance and participation).

4.5. History of art before 1850

4.5.1. Content

In this elective, students work intensively with a visual storyteller representing early history of art (the period from historical time to approx. 1850) across different media (comics, visual art, illustration). Students should write a paper about the artist chosen.

4.5.2. Learning objectives

Knowledge:

Students should acquire knowledge of:

- a specific visual storyteller and his or her place in history of art.

Skills:

Students should learn skills to:

- analyze the drawing/painting and narrative style of the visual storyteller
- reproduce the drawing/painting and narrative style of the visual storyteller.

Competences:

Students should develop competence to:

- maintain an overview of the history of art
- integrate the work of the visual storyteller chosen into their own work.

4.5.3. ECTS credits

The elective is equivalent to 5 ECTS credits.

4.5.4. Exams

The learning objectives of the elective are tested at the following exams: The 3rd year exam after the end of the 6th semester (for more details on Exams, see section 9.1.)

It is a prerequisite for taking part in the exam that the participation requirement for the elective has been complied with. In the elective, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the elective (see section 10.4. for more details on attendance and participation).

4.6. History of art after 1850

4.6.1. Content

In this elective, students work intensively with a visual storyteller representing modern history of art (the period from 1850 and onwards) across various media (comics, visual art, illustration). Students are required to write a paper about the artist chosen.

4.6.2. Learning objectives

Knowledge:

Students should acquire knowledge of:

- a specific visual storyteller and his or her place in history of art.

**Skills:**

Students should learn skills to:

- analyze the drawing/painting style as well as the narrative style of a visual storyteller
- reproduce the drawing/painting style as well as the narrative style of the visual storyteller.

Competences:

Students should develop competence to:

- maintain an overview of the history of art
- integrate the work of the visual storyteller chosen into their own work.

4.6.3. ECTS credits

The elective is equivalent to 5 ECTS credits.

4.6.4. Exams

The learning objectives of the elective are tested at the following exams: The 3rd year exam at the end of the 6th semester (for more details on Exams, see section 9.1.)

It is a prerequisite for taking part in the exam that the participation requirement for the elective has been complied with. In the elective, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the elective (see section 10.4. for more details on attendance and participation).

4.7. "House Style"**4.7.1. Content**

In this elective, students are introduced to a special drawing and narrative style that he or she subsequently works with for two weeks. The purpose is to prepare students to work professionally within other styles than the students' own.

4.7.2. Learning objectives**Knowledge:**

Students should acquire knowledge of:

- working within a specific visual world
- different elements in the production of comics.

Skills:

Students should learn skills to:

- draw and tell stories based on an outline.

Competences:

Students should develop competence to:

- translate their own drawing and narrative skills into a given style
- be part of a large, professional comics production.

4.7.3. ECTS credits

The elective is equivalent to 5 ECTS credits.



4.7.4. Exams

The learning objectives of the elective are tested at the following exams: At the first year exam at the end of the 2nd semester (if the student has taken the elective on the 2nd semester) or at the 3rd year exam at the end of the 6th semester (if the student has taken the elective on the 6th semester). Please see section 9.1. Exams for more details.

It is a prerequisite for taking part in the exam that the participation requirement for the elective has been complied with. In the elective, students must take part in all lessons scheduled as well as hand in all exercises handed out as part of the elective (see section 10.4. for more details on attendance and participation).

5. Credit transfer

Passed program elements, including internships, may equate the program elements available at other educational institutions in Denmark 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)
Email: taw.bachelor@via.dk



6. 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	Program Elements	1st semester			2nd semester						
		Drawing and Stylistics (15 ECTS)	Comic tools (10 ECTS)	History of Comics (5 ECTS)	Sequential Storytelling 1 (20 ECTS)	Computer-based tools (5 ECTS)	Elective 1 (5 ECTS)				
	Projects				Magazine Projects (5 weeks)						
	Exams	Approval of attendance and hand-ins 1st year Exam (after 2nd semester)			Approval of attendance and hand-ins 1st year Exam (after 2nd semester)						
2nd Year	Program Elements	3rd semester			4th semester						
		Illustration (15 ECTS)	World Building (10 ECTS)		Sequential Storytelling 2 (20 ECTS)	Cross-aesthetic collaboration (5 ECTS)	Pitching (5 ECTS)				
	Projects				Graphic Novel Pitch (5 weeks)						
	Exams	Approval of attendance and hand-ins			Approval of attendance and hand-ins 2nd year Exam (after 4th semester)						
3rd Year	Program Elements	5th semester				6th semester					
		Digital and Interactive Productions (10 ECTS)	World and character Design (10 ECTS)	Portfolio and career planning 1 (5 ECTS)	Elective 2A: GS (5 ECTS)	Elective 2B: Anim&Career	Self Promotion, Online presence and Branding (5 ECTS)	Applied Comics (5 ECTS)	Internship 1: Applied (10 ECTS)	Elective 3 (5 ECTS)	Elective 3 (5 ECTS)
	Projects					Applied Cartooning Pitch (5 weeks)					
	Exams	Approval of attendance and hand-ins				Approval of attendance and hand-ins 3rd year examn (after 6th semester)					
4th Year	Program Elements	7th semester			8th semester						
		Publishing and Freelancing (5 ECTS)	Portfolio and career Planning 2 (5 ECTS)	Final production (20 ECTS)	Portfolio and career Planning 3 (20 ECTS)	Internship 2: Company (20 ECTS)	Bachelor Report				
	Projects				Bachelor Project and Reflection report						
	Exams	Approval of Internship. Hand-in of internship report			Approval of attendance and hand-ins 2nd year Exam (after 4th semester)						

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.



7. 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.

8. Internship

To complete a period of internship, students must meet the requirements of the internship agreement. After the internship period, the study administration of the PBA in Graphic Storytelling approves or fails (a period of) the internship, based on recommendation from the internship host.

Compulsory attendance applies to the full period of the internship.

8.1. Requirements and approval

To obtain approval of an internship period, at least half of the period (excluding any periods of illness, etc.) must have been completed. If an internship period is terminated before half of the period is completed or without the student complying with the objectives of the internship agreement, the student must be offered to complete the internship at another internship host. In the event that it is not possible to offer the student to complete the internship at another internship host, the internship will not be approved, and the student will be offered to complete a new period of internship.

Another period of internship may be placed at another time during the course program if, for administrative or practical purposes, it is not possible to offer internship in the same semester. For more information, please refer to the above overview of placement of program elements and internship.

8.2. The role of the educational institution

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

The educational institution must ensure that the student doing the internship works towards complying with the learning objectives of the internship in an appropriate manner. In the event that the educational institution suspects that a student enrolled in an internship program will not be able to comply with the learning objectives of the internship or does not work appropriately to meet the objectives, the educational institution may contact the student, possibly in collaboration with the internship coordinator of the course program for the purpose of offering guidance to the student.

The internship host does not hold the authority to evaluate whether the intern has the necessary skillset and level to work professionally within the Graphic Storytelling field. The host's evaluation of the intern is solely an evaluation of the internship and whether the intern met the requirements of the internship as a whole.



The internship host 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.

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

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

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 by application and on an individual basis. 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.

9.1. 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.

9.1.1. Portfolio Exam (at the end of the 1st semester)

Area

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

- Drawing and Stylistics
- Comics Tools
- Comics History

Competences

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

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.

All the assignments should be assembled in one PDF file in A4 format and handed in electronically. Apart from the continuous work on selecting which elements to include in the portfolio, students are given three working days at the end of the semester to assemble their portfolio.

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.

Furthermore, it is a prerequisite for participating in the exam that the attendance requirement has been complied with (for more details, see the section on attendance and participation).

Assessment

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

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

Area

At the exam, the learning objectives for the following program elements on the 1st and 2nd semester are tested:

- Drawing and stylistics
- Comics tools
- Comics history, Sequential Storytelling 1
- Computer-based tools.

Moreover, the exam tests the student's compliance with the learning objectives for either Layout Basics (if this program element has been completed on the 2nd semester) or House Style (if this program element has been 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.



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.

It is a prerequisite for participating in the oral exam that the comic has been handed in within the deadline stipulated and complies with the criteria described above.

Moreover, it is a prerequisite for participating in the exam that the participation requirement has been complied with. For more details, see section 10.3.3. and 10.4.

Assessment

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

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

Area

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

- Illustration
- World Building
- Sequential storytelling 2
- Cross aesthetic collaboration
- Pitching

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. It is a prerequisite for participating in the exam that the assignment has been handed in within the deadline stipulated, and that it contains the following:

Scope, project and written product

The student must hand in:

- 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.

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.

It is a prerequisite for participating in the oral exam that the project has been handed in within the deadline stipulated and complies with the criteria described above.

Furthermore, it is a prerequisite for participating in the exam that the participation requirement has been complied with. For more details, please see section 10.3.3. and 10.4.

Assessment

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



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

Area

The learning objectives of the 3rd year program elements are tested at this exam.

Moreover, the learning objectives for either Layout Basics (if this program element has been completed on the 6th semester) or House Style (if this program element has been completed on the 6th semester) are tested at the 3rd year exam.

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.

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.

It is a prerequisite for participating in the oral exam that the project has been handed in within the deadline stipulated and complies with the criteria described above.

It is equally a prerequisite for participating in the exam that the participation requirement has been complied with. For more details, please see section 10.3.3. and 10.4.

Assessment

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

9.1.5. Internship Exam

Area

The exam is based on the following program elements: Internship

Competences

The student can 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

Written 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 prepared on the basis of the template 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, and the report must be structured according to the template.

Basis for assessment

Emphasis is placed on 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.

9.1.6. Bachelor Exam

Area

The Bachelor Project 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. 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. This must be documented in a production and a project report.

Competences

The purpose of the bachelor project is to provide students with the opportunity of independently carrying out project work and of working with a practice-based problem scenario related to a key area within their speciality using an experimental, empirical and/or theoretical approach.

In the bachelor project, students should make a production that demonstrates and links the knowledge and competences acquired up until the 7th semester. The project should demonstrate 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

The individual oral exam is based on a written outline (see description below for more details).

Duration: 30 minutes.

The project may take place as a collaboration between one or more students and may include a company. This is an individual exam.

Basis for exam

The exam is based on:

- 1) A large project within comics, world building (story bible) or an illustrated book
- 2) A reflection report.

It is a prerequisite for taking part in the exam that the bachelor project as well as the reflection report has been handed in within the deadline stipulated and that it complies with the requirements for the project specified in the description below (scope, project and written product).

Scope, project and written product

- 1) The Bachelor Project

The Bachelor Project 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. The student has one semester to complete the project. The date for project hand-in is announced at the start of the semester.

- 2) Reflection Report

The Reflection Report must have a scope of 10 standard pages.

In the report, the student must reflect on his/her working process and on whether the goal set by the student for the project has been attained. Moreover, the student must reflect on strengths and weaknesses of the project. The date for project hand-in is announced at the start of the semester.

Basis for assessment

The exam is split into three parts:

- 1) The Bachelor Project
- 2) The Reflection Report
- 3) The oral exam.



It is a prerequisite for participating in the oral exam that:

- 1) the Bachelor Project has been handed in on time
- 2) the Reflection Report has been handed in on time

Assessment

The exam is assessed according to the 7-point grading scale by an external examiner. Students are given an overall grade for the bachelor project, the reflection report and the oral exam. The exam is assessed as follows: the Bachelor Project holds the main priority, the Reflection Report the secondary and the oral exam the tertiary.

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

Moreover, it is a prerequisite for participating in the exam that the participation requirement has been complied with. Please see section 10.4. for more details.

9.2. Diploma

Assessment of the following program elements, projects and exams will appear from the diploma issued on completion of the course program.

Program elements completed:

Drawing and Stylistics
Comics Tools
Comics History
Sequential Storytelling 1
Computer-based Tools
Illustration
World Building
Sequential Storytelling 2
Cross Aesthetic Collaboration
Pitching
Digital and Interactive Productions
World and Character Design
Portfolio and Career Planning 1
Self Promotion, Online Presence and Branding
Applied Cartooning
Publishing and Freelancing
Electives 1 - 4
Internship 1 (Applied Cartooning)
Internship 2 (internship in a company)

Major projects completed:

Magazine Project
Graphic Novel Pitch
Applied Cartooning
Bachelor project

Exams

Portfolio exam (at the end of the 1st semester)
First year exam (at the end of the 2nd semester)
Second year exam (at the end of the 4th semester)
Third year exam (at the end of the 6th semester)
Internship exam
Bachelor exam



9.3. 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 section 6, subsection 3, 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.

9.4. 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 section 7 of the Ministerial Order on Examinations on Professionally Oriented Higher Education Programs will be re-examined as soon as possible.

Students are automatically registered for the re-examination.

In exceptional cases, 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.

9.4.2. Failed attempt

Students who do not pass an exam will be registered for re-examination as soon as possible. Re-examinations held as a result of documented illness are considered the second exam attempt for students who have not passed the ordinary exam.

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.

9.5. Cheating, plagiarism and disruptive behavior

9.5.1. Cheating

According to section 19 of the Ministerial Order on Examinations on Professionally Oriented Higher Education Programs, cheating is defined as obtaining or providing unlawful aid in answering any test which is part of an exam or using non-permitted aids.

If cheating is discovered during an exam, the involved student(s) will be ordered to leave the exam. If cheating is confirmed, the student will be considered to have used an exam attempt.

If an exam has been graded before any cheating is confirmed, the grade will be revoked, and the exam is considered to have been failed if the cheating is later confirmed.



In certain exceptional circumstances, cheating can be overlooked if it has not affected or will not affect the assessment of the exam.

9.5.2. Plagiarism

Plagiarism is defined as passing off the work of others as one's own or using one's own, previously assessed work without stating a reference.

If plagiarism is discovered during an exam, the involved student(s) will be ordered to leave the exam. If the plagiarism is confirmed, the student will be considered to have used an exam attempt.

If an exam has been graded before any plagiarism is confirmed, the grade will be revoked, and the exam is considered to have been failed if plagiarism is later confirmed.

In certain exceptional circumstances, plagiarism can be overlooked if it has not or will not affect the assessment of the exam.

9.5.3. Disruptive behavior

If a student exhibits disruptive behavior during an exam, the program management of PBA in Graphic Storytelling can order the student to leave the exam. In cases of minor disturbances, a warning is given first.

If a student is ordered to leave an exam due to disruptive behavior, the student is considered to have used an exam attempt.

9.5.4. Aggravating circumstances

If cheating, plagiarism or disruptive behavior takes place in aggravating circumstances, the program management of the PBA in Graphic Storytelling can put a student on probation. With probation follows a warning that any repeated behavior may result in expulsion from the program.

9.6. Complaints about exams and appeals

9.6.1. Complaints about exams

A student can complain about an exam. The complaint must be submitted in writing and include arguments supporting the merits of the complaint. It must be submitted to the program management of the Professional Bachelor's Degree Program in Graphic Storytelling no later than two weeks after the student has had the chance to learn the results of the exam.

A complaint about an exam can be any and all of the following:

- Complaint about the basis for the exam (written material, questions, etc.)
- Complaint about the events or actions during the exam (e.g. an examiner's behavior)
- Complaint about the assessment of the exam (the grade, the criteria used for assessment, etc.)

The program management of the PBA in Graphic Storytelling immediately sends any complaints to the examiners who have a deadline of two weeks to submit a statement to the case. The examiners must comment on the specific merits and arguments of the case. After receiving statements from the examiners, the program management of the Professional Bachelor's Degree Program in Graphic Storytelling will forward these to the student who has one week to comment.

The Professional Bachelor's Degree Program in Graphic Storytelling, as represented by the Head of Studies responsible for the exam, will make a decision on the case. The decision must be written and include the reasons for the results as well as information on how to appeal. A decision on a case concerning a complaint about an exam can have one of the following outcomes.

- An offer of a new assessment (re-assessment) (only applicable to written exams)
- An offer a new exam (re-examination)
- Dismissal.



Only when the examiners agree can a complaint about an exam result in dismissal.

The program management of the Professional Bachelor's Degree Program in Graphic Storytelling immediately makes the result of the decision known to the student and the examiners. The student has a deadline of two weeks to accept an offer of re-assessment or re-examination. Re-assessment or re-examination must be planned as soon as possible

Note that both re-assessment and re-examination can result in a lower mark than the original assessment or exam. New examiners are appointed for both re-assessment and re-examination. The new examiners have access to all files and documents from the complaints case. The new examiners must include written arguments to substantiate their assessment.

9.6.2. Appeals

A student can appeal a decision on an exam complaint. The appeal will be decided upon by a board of appeals set up by The Animation Workshop. An appeal must be submitted in writing stating the reasons for the appeal and received by The Animation Workshop not later than two weeks after the student has had the chance to learn the results of the exam.

The appeals board is set up on an ad hoc basis. The board consists of two appointed external examiners, one lecturer entitled to conduct examinations and one student. All members of the board must represent the speciality areas 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 appeals board decides one of the following:

- To offer a new assessment (re-assessment) (only applicable to written exams)
- To offer a new exam (re-examination)
- To dismiss the case.

The appeals board announces its decision as soon as possible. The program management of the Professional Bachelor's Degree Program forwards the decision to the student.

The student has a deadline of two weeks to accept an offer of re-assessment or re-examination. Re-assessment or re-examination must be planned as soon as possible

Note that both re-assessment and re-examination can result in a lower mark than the original assessment. New examiners are appointed for both re-assessment and re-examination. The new examiners have access to all files and documents from the complaints case. The new examiners must include written arguments to substantiate their assessment.

The appeals board's decision is final and cannot be appealed further.

9.7. Formal requirements for written assignments, projects and exam papers

9.7.1. Formal requirements

The following requirements 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).

9.7.2. 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.

9.7.3. Acknowledgement of extra-curricular activities

Acknowledgment of extra-curricular activities on the final diploma requires that the student has participated in documented activities related to the Professional Bachelor's Degree Program in Graphic Storytelling. These extra-curricular activities must be said to strengthen the quality in the program as well as the program's relevance to the labor market to secure course program quality and labor market relevance.

Extra-curricular activities can include participation in national or international conferences, publishing articles in international journals, participating in relevant competitions and courses which are not a part of the ECTS credits awarded for program activities, participating in research and development projects, etc.

Application for acknowledgement of extra-curricular activities must be sent to the Head of Studies who decides whether or not the activity fulfills the criteria for acknowledgement.

Application for acknowledgement of extra-curricular activities cannot be submitted until the activities have been completed and documented.

Activities fit for acknowledgement must be planned and completed within the prescribed period of study of the program.

9.8. Professional board

On the recommendation of The Animation Workshop, the management of VIA University College appoints a professional board with representatives from the speciality areas covered by the course program. The professional board is charged with assessing whether students are entitled to graduate with distinction, cf. section 9.7.3.

The board's work is covered by the rules on disqualification in the Public Administrations Act.

10. Instruction and working methods at the Professional Bachelor's Degree Program in Graphic Storytelling

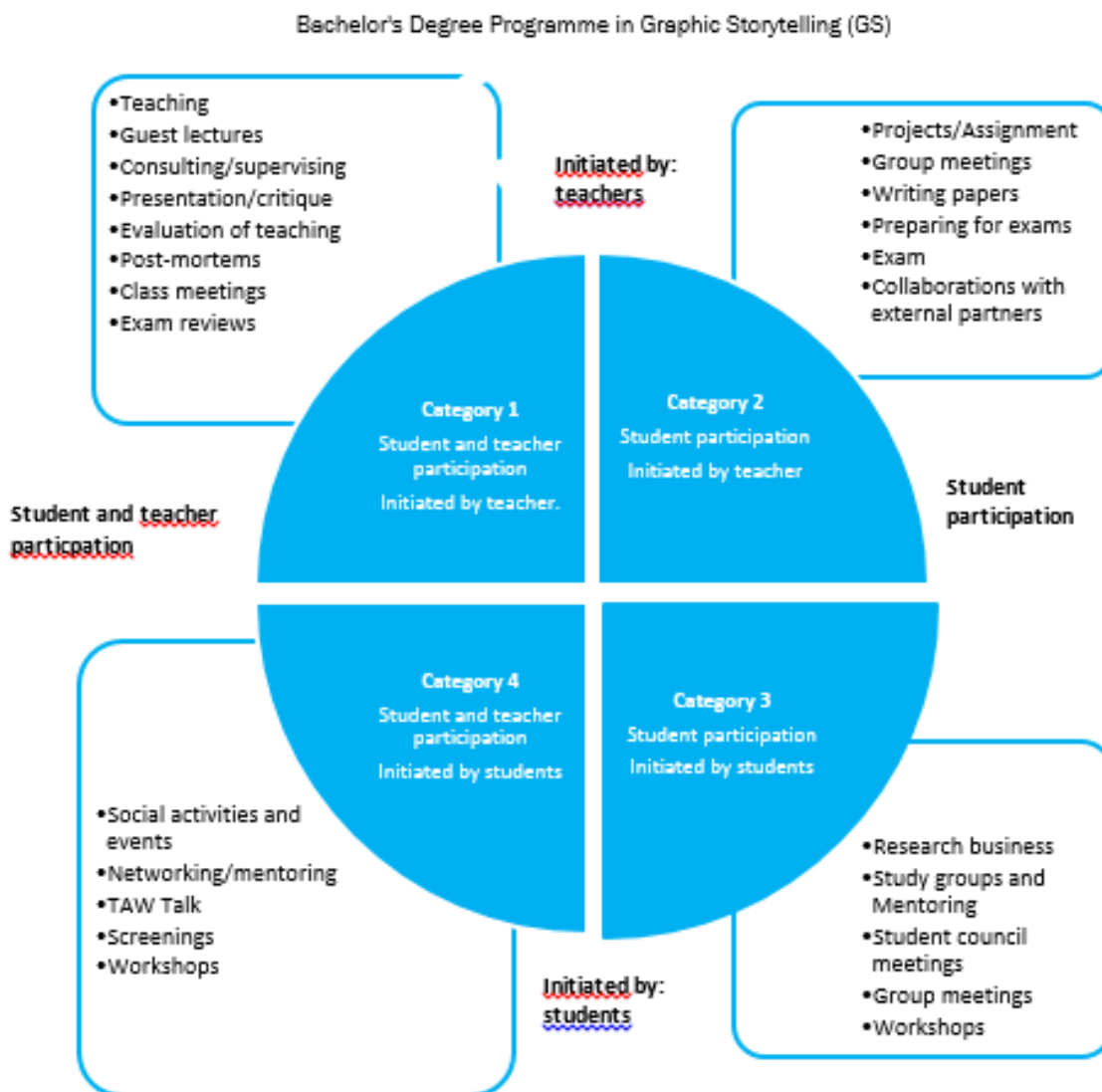
The students enrolled in the Professional Bachelor's Degree Program in Graphic Storytelling are expected to demonstrate a high level of commitment in all aspects of the course program. Students are encouraged to take part in and exert influence on their education through active participation in the activities 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. The requirement for students to participate actively in teaching and other activities is equally described (the participation requirement).

10.1. 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.



At the commencement of the course program, an overview is handed out to illustrate 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.



	<i>1st year</i>	<i>2nd year</i>	<i>3rd year</i>	<i>4th year</i>
Category 1 <i>Student and teacher participation initiated by teacher</i>	40%	40%	40%	21%
Category 2 <i>Student participation initiated by teacher</i>	52%	52%	49%	32%
Category 3 <i>Student participation initiated by students</i>	3%	3%	6%	46%
Category 4 <i>Student and teacher participation initiated by students</i>	5%	5%	5%	1%

10.2. Planning of teaching activities

10.2.1. 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:

10.2.1.1. 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.

10.2.1.2. 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.

10.2.1.3. 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).

10.2.1.4. 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.



10.3. Working methods

10.3.1. Teaching/teacher-managed instruction with active participation

10.3.1.1. 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.

10.3.1.2. 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.

10.3.1.3. Presentation and critique

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 and to write down feedback on their own work.

10.3.1.4. 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.

10.3.1.5. 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.

10.3.1.6. Exam reviews

Oral exams based on portfolio or exam paper handed in. Students are expected to present and argue for their working process in completing the assignment as well as receive feedback from the internal and external examiner openly, positively and reflectively. Finally, they are expected to ask clarifying questions for feedback and to write down feedback on their work.

10.3.2. Project and group work with active participation

10.3.2.1. Group projects

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

10.3.2.2. Group meetings

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

10.3.2.3. Writing papers

As part of the PBA in Graphic Storytelling, students prepare a number of 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.



10.3.2.4. *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.

10.3.2.5. *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.

10.3.2.6. *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.

10.3.3. 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".

10.3.3.1 *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*.

10.3.3.2. 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*.

10.3.3.3. 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.



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 12-36 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 12-36 pages per student.

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

10.3.3.4. Bachelor Project

See above under Exams (section 9.1.)

10.4. Attendance, participation and study activity at the Professional Bachelor's Degree Program in Graphic Storytelling

10.4.3. Compulsory attendance and participation

Students are required to show up for classes on time and to participate actively in the study program planned by the educational institution.

Compulsory attendance

Students are required to attend all program activities planned by the educational institution.

This requirement is justified on the grounds that students should train their practical skills as well as their academic and professional skills. Compulsory attendance is part of the participation requirement.

**Participation requirement**

Students are under an obligation to participate in all study activities that must be completed to take an exam. Requirements could for example include preparation of assignments/products, oral presentations, participation in guidance and reflection interviews, participation in group work and activities as described above under sections 10.3.1., 10.3.2. and 10.3.3.

In the event of non-compliance with these requirements, students must perform the activity to meet the requirement. See above for details on attendance requirement.

Practice for handling compulsory attendance and hand-in

Student attendance is calculated at the end of the semester. If a student does not comply with the 100% compulsory attendance and hand-in requirement, the student's participation will be assessed. The purpose of this is to identify which module(s) the student must document additional compliance with to be registered for the exam.

When assessing whether the student may otherwise comply with the study activity requirement, emphasis is placed on the following criteria:

- high attendance rate in workshops and teaching activities/program elements
- absence of longer duration is documented by doctor's certificate
- hand-in of compulsory exercises and participation in oral presentations in connection with the individual modules.

If a student fails to comply with the requirement to participate by not handing in compulsory exercises, the student must hand in these exercises to comply with the requirement. The exercises must be handed in not later than five days prior to commencement of the exam.

If a student fails to comply with the requirement to attend classes and workshops, an agreement about special planned study activity must be entered into between the student and the Study Coordinator. As a result, an individual plan to ensure compliance with the compulsory attendance requirement in relation to the specific module is prepared based on a conversation between the student and the student counsellor.

In exceptional circumstances, for example documented illness, the program management may grant an exemption from these rules. The application for exemption should be submitted to the Head of Studies.

10.4.4. Study activity

A student at the PBA in Graphic Storytelling is considered to comply with the study activity requirement as long as the student meets the compulsory attendance requirement of the course program (see above for more details).

It is a prerequisite for participating in the exam that the attendance requirement has been complied with.

Failure to comply with the study activity requirement may impact on students' eligibility for the State Educational Grant and Loan Scheme (SU).

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 will 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.

10.5. Texts in foreign languages

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



11. Changing academic major and transfers

11.1. Changing academic major

Should a student enrolled in another course program wish to change to the PBA in Graphic Storytelling at VIA University College, the student must submit an application to the program management.

Changing to the PBA in Graphic Storytelling requires that:

- the applicant presents a portfolio and a motivational letter that *both* comply with the general admissions requirements of the PBA in Graphic Storytelling as well as correspond to the level of education of the Professional Bachelor's Degree Program in Graphic Storytelling that the student applies for enrolment in.
- the applicant is enrolled in another higher education program at the same or a higher level than the PBA in Graphic Storytelling and that the student who wishes to change academic major has passed the exam(s) that are part of the first year of study of the course program that the student applying for change in academic major is enrolled in at the time of application.

Changing to the PBA in Graphic Storytelling requires that there are available study places at the course level of the program that the student applies for enrolment in.

11.2. Transfers

Transferring to the PBA in Graphic Storytelling at VIA University College from the same program at another Danish educational institution requires that the student has passed exams that are equivalent to the first year of study of the PBA in Graphic Storytelling.

Transferring to the PBA in Graphic Storytelling further requires that there are available study places at the course program level that the student applies for enrolment in.

11.2.1. Applying for change of academic major and transfers

Applications for changing academic major or transferring to the Professional Bachelor's Degree Program in Graphic Storytelling at VIA University College must be sent to:

The Animation Workshop, VIA University College
Kasernevej 5
8800 Viborg
Att.: Study Administration (Graphic Storytelling)
Email: taw.bachelor@via.dk

There are two annual deadlines. 15 March for semesters starting 1 September and 15 November for semesters starting 1 February.

An application for change in academic major must include:

- motivational letter
- application portfolio as specified in the application guidelines for the course program
- portfolio supplement demonstrating skills at a level corresponding to the level of education at the professional bachelor's degree program in graphic storytelling that the student applies for admission to
- documentation for passed program elements at the course program that the student is presently enrolled in
- documentation for compliance with the general admissions requirements.
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An application for transfer must include:

- motivational letter
- application portfolio as specified in the application guidelines for the course program



- portfolio supplement that demonstrates skills at a level corresponding to the course level at the professional bachelor's degree program in graphic storytelling that the student applies for admission to
- documentation for passed courses and program elements
- documentation for compliance with the general admissions requirements.

11.3. 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.

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.

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

11.3.1. 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).

11.3.2. 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 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).

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

11.4. Exemptions

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

11.5. Entry into force and transition rules

11.5.1. Entry into force

This curriculum enters into force from the onset of the academic year 2019. Any prior curriculum for the PBA in Graphic Storytelling will be repealed as from this date.

11.5.2. Transition rules

Students who at the time of entry into force of this curriculum were covered by a prior curriculum for the PBA in Graphic Storytelling can complete the program in accordance with the rules set forth in that



curriculum until the end of the academic year 2020. After this time, the course program can only be completed based on this curriculum. Prior curricula is included as an appendix to this curriculum.

12. Legal basis

This curriculum is based on the following legal documents.

- The Academy Profession Programs and Bachelor Programs Act (as amended by Ministerial Order no. 986 of 18 August 2017 2014).
- Ministerial Order no. 841 of 24 June 2018 on Academy Profession Programs and Bachelor Programs
- Ministerial Order no. 672 of 10 June 2013 on the Professional Bachelor's Degree Program in Graphic Storytelling
- Ministerial Order no. 211 of 27 February 2019 on Admission to Academy Profession Programs and Bachelor Programs
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- Ministerial Order no. 1500 of 2 December 2016 on Examinations on Professionally Oriented Higher Education Programs
- Ministerial Order no. 114 of 3 February 2015 on the Grading Scale and Other Forms of Assessment of Study Programs under the Ministry of Higher Education and Science (The Grading Scale Order)s