Curriculum
Multimedia Designer

Academy Profession Programme (AP) in
Media and Communication

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Table of Contents

Curriculum **3**
The Programme Is Governed by the Following Acts and Orders **3**
Titles of Programme and Graduates **3**
Programme Objectives **4**
Structure of the Programme **5**
Content of the Programme and Examinations **5**
1st and 2nd Semesters - Learning Objectives for the First Year **6**
The Company/Organisation 6
Communication and Presentation 6
Interaction Development 7
Design and Visualisation 7
3rd semester – Learning Objectives **11**
Communication and Presentation 11
Interaction Development 12
Design and Visualisation 12
Elective Subjects in 3rd Semester 13
4th Semester **13**
Internship 13
Final Exam Project 14
EXAMINATION **15**
1st semester 15
2nd semester, First-year Test 15
3rd semester, Examination 16
4th semester, Internship 17
4th semester, Final Examination 18
Re-examination 18
Pedagogical and methodical considerations **19**
Quality assurance **22**
Study activity **22**

Curriculum

The curriculum for the Multimedia Design programme has been prepared on the basis of the guidelines in the Executive Order no. 1016 of 14 November 2012 on the Business Academy (AP) programme for Media and Communication (Multimedia Designer).

The programme, a full-time course, comprises 2 student-years. One student-year is equivalent to a full-time student's work in one year. A student-year is equivalent to 60 points in the European Credit Transfer System (ECTS-point). The official duration of the study programme is 120 ECTS points.

The Programme Is Governed by the Following Acts and Orders

- Act no 882 of 8 August 2011 on Academy Profession degree programmes and Professional Bachelor programmes
- Executive Order no. 636 of 29 June 2009 on Academy Profession and Professional Bachelor programmes
- Executive Order no. 1016 of 14 November 2012 on Academy Profession degree programme (AP) for Media and Communication (Multimedia Designer)
- Executive Order no 1146 of 1 October 2010 on quality assurance and quality control in professionally oriented higher education programmes
- Executive Order no 214 of 21 February 2012 on access to Academy Profession degree programmes and Professional Bachelor programmes
- Executive Order no 714 of 27 June 2012 on examination regulations in professionally oriented higher education programmes
- Executive Order no 262 of 20 March 2007 on marking scale and other types of evaluation
- Executive Order no 952 of 2 October 2009 on open education (professionally oriented adult education) etc.

The acts and orders are accessible at www.fivu.dk

Titles of Programme and Graduates

The title of the programme is Academy Profession programme for Media and Communication.

The graduates are entitled to call themselves 'Multimedia Designer'.

In English the title is Academy Profession Graduate in Multimedia Design and Communication.

Programme Objectives

The programme aims at qualifying the student to independently design, plan, realise and manage multimedia tasks and to contribute to implementing, managing and maintaining multimedia productions.

Learning objectives for Multimedia Designer AP

Learning objectives for the programme consist of the knowledge, skills and competences achieved by the Multimedia Designer graduate during his/her course of study.

Knowledge

The graduate has knowledge about:

1) actual and centrally applied theory and methodology within analysis, concept development, design, planning, realisation and management of multimedia tasks and the implementation, management, and maintenance of multimedia production, as well as
2) the understanding of interdisciplinary issues within the multimedia field in relation to both individual and team-based project work.

Skills

The graduate is able to:

1) apply main methods and tools within analysis, concept development, design and planning as well as the realisation and management of multimedia tasks,
2) assess practical issues within the field of multimedia, set out and choose solutions, and
3) present practical issues and solutions within the field of multimedia to collaborative partners and users.

Competences

The graduate is able to:

1) independently handle analysis, concept development, design and planning as well as the realisation and management of multimedia tasks, and contribute to the implementation, management and maintenance of multimedia productions,
2) handle development-oriented situations and, through innovative processes, adapt multimedia solutions according to commercial conditions,
3) acquire new knowledge, skills and competences within the field of multimedia,
4) participate in managerial and work-related functions in collaboration with others regardless of their educational, linguistic, and cultural background, and
5) participate professionally in and manage collaboration and communication within networks.

Structure of the Programme

Distribution and scope (ECTS) of the core areas of the programme shown below:

<table>
<tr><td>4th sem.</td><td colspan="6">Final Exam Project 15
Internship 15</td></tr>
<tr><td>3rd sem.</td><td>0</td><td>5</td><td>10</td><td>5</td><td>10</td><td>30</td></tr>
<tr><td>2nd sem.</td><td rowspan="2">5</td><td rowspan="2">7,5</td><td rowspan="2">7,5</td><td rowspan="2">10</td><td rowspan="2"></td><td>30</td></tr>
<tr><td>1st sem.</td><td>5</td><td>7,5</td><td>7,5</td><td>10</td><td></td><td>30</td></tr>
<tr><td></td><td>The Company</td><td>Communication and Presentation</td><td>Interaction Development</td><td>Design and Visualisation</td><td>Elective Subjects</td><td>120</td></tr>
</table>

Content of the Programme and Examinations

The programme is subject and theme-based with an interdisciplinary and project-oriented approach. A more detailed organisation of the programme will appear in the local curriculum, semester descriptions, etc. issued by each academy.

The purpose of the examinations is to secure the quality of the programme and also that passed course elements are equivalent to the corresponding course elements at the institutions offering the programme.

To ensure coherence in teaching activities as well as in the relationship between examination and teaching activities, each Business Academy will detail requirements for examination projects etc. Each test will reflect what has been determined by the individual Business Academy.
Each examination is described within the respective semesters.

1st Semester Learning Objectives

Explore & Experiment

The Company/Organisation

(5 ECTS points)

The aim is to qualify the student to incorporate organisational aspects in multimedia development and application and to enable the student to plan, manage, and complete a development project.

Skills

The student is has development-based knowledge and understanding of

- the company's management, communication and decision-making processes
- the organisational consequences which the implementation of multimedia productions can be instrumental in bringing about in an organisation

Skills

Competences

The student is able to

- handle relevant theories, methods, and IT-tools for the purpose of planning, managing, and the quality assurance of development projects
- participate professionally in subject and interdisciplinary teams, internally and externally
- acquire new knowledge, skills and competences in relation to the business area

Communication and Presentation

(7,5 ECTS)

The objective is to ensure that the student acquires knowledge, skills, and competences for handling communication in relation to multimedia tasks.

Knowledge

The student has development-based knowledge and understanding of

- main theories and methods used within communication in relation to multimedia
- main communicative effective measures and genres used

Skills

The student is able to

- apply main methods and tools to describe a target group in relation to multimedia tasks
- assess and produce communication directed at selected target groups
- apply main methods and tools for constructing and assessing information architecture including structuring, planning, and presentation of information
- conclude and present a development project in report form
- apply main methods and tools for making presentations to stakeholders

Competences

The student is able to

- participate professionally in subject and interdisciplinary teams, internally and externally
- acquire new knowledge, skills, and competences in relation to the business area

Interaction Development

(7,5 ECTS)

The student must be able to model, format, structure, document, and implement simple dynamic multimedia applications.

Knowledge

The student has development-based knowledge and understanding of

- the construction of the internet and how it is used
- actual scope and limitations of development environments

Skills

The student is able to

- prepare and present documentation according to current practice
- assess and apply actual formatting languages
- apply main methods and tools to model, structure, and implement functionality

Competences

The student is able to

- handle the modelling, structuring, and formatting of information according to current practice
- acquire new knowledge, skills, and competences in relation to the business area

Design and Visualisation

(10 ECTS)

The objective is for the student, on a methodical basis, to be able to apply principles for multimedia design and concept development. The student must, on a methodical basis, be able to design and develop interactive user interfaces for main digital platforms

Knowledge

The student has development-based knowledge and understanding of

- the history of design and aesthetics in relation to the multimedia field
- the correlation between application and design in relation to the multimedia field

Skills

The student is able to

- assess and apply main methods for idea and concept development
- assess and apply main principles for digital graphical design
- assess and apply aesthetic styles in relation to the multimedia field
- assess and prepare graphical material for further digital production
- present design-related problems and solutions to stakeholders

Competences

The student is able to

- handle and realise the correlation between message and design
- handle and realise the correlation between identity and design
- handle design and development of interactive user interfaces
- participate professionally in subject and interdisciplinary teams, internally and externally
- acquire new knowledge, skills, and competences in relation the business area

2nd Semester Learning Objectives

Turning Pro

The Company/Organisation

(5 ECTS points)

The aim is to qualify the student to incorporate organisational aspects in multimedia development and application and to enable the student to plan, manage, and complete a development project.

Skills

The student is has development-based knowledge and understanding of

- main subjects in multimedia-related Business Law, including copyright, the Data Protection Act, and contract law
- main methods and tools for financial planning and control of multimedia productions

- main subjects within innovation and entrepreneurship

Skills

The student is able to

- assess the vision, mission, and values together with strategy and business culture of organisations in relation to multimedia production.

Competences

The student is able to

- handle relevant theories, methods, and IT-tools for the purpose of planning, managing, and the quality assurance of development projects
- participate professionally in subject and interdisciplinary teams, internally and externally
- acquire new knowledge, skills and competences in relation to the business area

Communication and Presentation

(7,5 ECTS)

The objective is to ensure that the student acquires knowledge, skills, and competences for handling communication in relation to multimedia tasks.

Knowledge

The student has development-based knowledge and understanding of

- main theories and methods used within communication in relation to multimedia
- main theories and methods used within marketing in relation to multimedia
- main communicative effective measures and genres used

Skills

The student is able to

- collect and assess empirical data on target groups and user situations
- apply main methods and tools to describe a target group in relation to multimedia tasks
- assess and produce communication directed at selected target groups
- apply main methods and tools for constructing and assessing information architecture including structuring, planning, and presentation of information
- apply main methods and tools for planning and implementing user tests
- conclude and present a development project in report form
- apply main methods and tools for making presentations to stakeholders

Competences

The student is able to

- handle communication and marketing across platforms
- handle digital marketing
- participate professionally in subject and interdisciplinary teams, internally and externally
- acquire new knowledge, skills, and competences in relation to the business area

Interaction Development

(7,5 ECTS)

The student must be able to model, format, structure, document, and implement simple dynamic multimedia applications. The student must attain a basic understanding of systems development.

Knowledge

The student has development-based knowledge and understanding of

- the construction of the internet and how it is used
- object-oriented programming in relation to multimedia practice
- actual scope and limitations of development environments
- actual elements applied in Content Management Systems (CMS)
- main theories and methods applied within systems development

Skills

The student is able to

- assess and apply main methods and tools for search engine optimisation (SEO)
- prepare and present documentation according to current practice
- use client and server-based multimedia applications
- apply main methods and tools to model, structure, and implement functionality

Competences

The student is able to

- handle the modelling, structuring, and formatting of information according to current practice
- participate professionally in subject and interdisciplinary teams, internally and externally
- acquire new knowledge, skills, and competences in relation to the business area

Design and Visualisation

(10 ECTS)

The objective is for the student, on a methodical basis, to be able to apply principles for multimedia design and concept development. The student must, on a methodical basis, be able to design and develop interactive user interfaces for main digital platforms

Knowledge

The student has development-based knowledge and understanding of

- main tools for the production of video and audio
- main methods for the documentation of design
- the correlation between application and design in relation to the multimedia field

Skills

The student is able to

- assess and apply main methods for idea and concept development
- design user interfaces for various digital platforms on the basis of main theories and assessment models
- assess and apply main methods for user-oriented design
- assess and apply aesthetic styles in relation to the multimedia field
- present design-related problems and solutions to stakeholders

Competences

The student is able to

- handle and realise the correlation between message and design
- handle and realise the correlation between identity and design
- handle design and development of interactive user interfaces
- participate professionally in subject and interdisciplinary teams, internally and externally
- acquire new knowledge, skills, and competences in relation the business area

3rd semester – Learning Objectives

Communication and Presentation

(5 ECTS)

The objective is to ensure that the student is able to handle communication paths and the scope presented by complex organisations and networks, locally and globally.

Knowledge

The student has development-based knowledge and understanding of

- main concepts within media sociology (historical and present use of media by various social groups)

Skills

The student is able to

- assess and apply communicative elements in different media productions
- assess the influence of cultural factors on national and global communication
- assess correlations between cultural identity and forms of expression

- prepare, choose, and present a communication strategy and communication forms for the solution of multimedia tasks in a globalised community

Competences

The student is able to

- handle interactive communication in multimedia products
- participate professionally in subject and interdisciplinary teams, internally and externally
- acquire new knowledge, skills, and competences in relation to the business area

Interaction Development

(10 ECTS)

The objective is for the student to achieve skills in the structuring and implementation of complex dynamic multimedia applications, including the integration of databases.

Knowledge

The student has development-based knowledge and understanding of

- interfaces for data exchange with the services of a third party
- key security aspects in connection with multimedia applications and data communication

Skills

The student is able to

- use a currently used data manipulation language for databases
- use key methods in data modelling and implementation of databases
- use key methods for quality assurance by means of tests and fault finding

Competences

The student is able to

- handle modelling, structuring, and programming of functionality
- handle the integration of different types of multimedia applications
- handle data persisting for dynamic multimedia applications
- participate professionally in subject and interdisciplinary teams, internally and externally
- acquire new knowledge, skills, and competencies in relation to the business area

Design and Visualisation

(5 ECTS)

The objective is for the student to be able, on a methodical basis, to integrate digital media expressions on different digital platforms.

Knowledge

The student has development-based knowledge and understanding of

- main theories and methods in relation to animation techniques
- main theories and methods in relation to storytelling and production techniques

Skills

The student is able to

- assess and apply methods for documentation of interactive multimedia productions
- assess and use techniques to produce and finish video and audio
- present a choice of media-effective measures to stakeholders

Competences

The student is able to

- handle and integrate the expression of digital media on different digital platforms
- participate professionally in subject and interdisciplinary teams, internally and externally
- acquire new knowledge, skills, and competences in relation to the business area

Elective Subjects in 3rd Semester

(in total 10 ECTS)

The student can chose between a selection of elective subjects.

4th Semester

Internship

To take place in the 4th semester

(15 ECTS)

The internship is based on the business conditions and the competence requirements within media and communication. The internship is organised in a way which, combined with the remaining parts of the course programme, will contribute to the student developing practical competences. The objectives of the internship are to enable the student to apply the methods, theories, and tools of the course programme to solve concrete, practical tasks within media and communication in Denmark or abroad. The internship is organised with a gradual progression toward independent work.

Knowledge

The student has development-based knowledge and understanding of

- practical use of theory, methods, and tools by the business and subject field in general

Skills

The student is able to

- apply broad-based technical and analytical working methods related to employment within the

business area
- assess practice-based problems and set out possible solutions
- present practice-based problems and motivated ideas for solutions

Competences
The student is able to
- handle development-oriented practical and professional issues in relation to the business area
- acquire new knowledge, skills, and competences in relation to the business area
- handle the structuring and planning of day-to-day tasks within the business area
- participate professionally in subject and interdisciplinary teams

The student will determine – together with the relevant company and the Business Academy – further individual learning objectives for the internship.

Final Exam Project
To take place in the 4th semester
(15 ECTS)

Objectives
To demonstrate that the student is able, in a qualified manner, to combine theoretical, methodological, and practical elements and to present these. The final exam project at Academy level is a major assignment in which the student acquires special insight into a well-defined multimedia-specific subject/area/problem, which is central in relation to the multimedia field. The project must include elements from the programme's four core areas.

Knowledge
The student has development-based knowledge and understanding of
- applied practice and main theory in relation to practical issues based on a concrete task within the multimedia field

Skills
The graduate is able to
- apply main methods and tools within the multimedia field
- assess a practice-based issue, set out and choose possible solutions within the multimedia field
- present the practice-based issue and possible solutions to collaboration partners and users

Competences
The graduate is able to
- handle development-oriented situations within the multimedia field
- participate professionally in subject and interdisciplinary collaboration set-ups in a structured context
- acquire new knowledge, skills, and competences in relation to the multimedia field

EXAMINATION

1st semester

Internally assed examination
Basis of the internally assed examination is a project, which for each project is to result in
- a product
- a project report.

Handing in
The report, excluding appendices, is to cover maximum 10 standard pages in 4 copies.

Examination
The project report and the product form the basis of the assessment and the starting point for an individual oral examination. The individual examination consists of a 5-minute individual presentation followed by a 20-minute examination and 5 minutes for assessment and announcement of the mark.

2nd semester, First-year Test

Digital Communication – Multimedia Product in a User Context
The test is designed to show

- the ability of the student to communicate visually with a target group,
- the ability of the student to develop an interactive, digital product taking stakeholders into consideration
- the ability of the student to complete a [1]project in a team

External Test
An oral, individual test based on project work made by a group. The test is held at the end of the 2nd semester.

Project, Product, and Report
The project work must be interdisciplinary and problem-oriented. It must result in an operational digital prototype together with a report documenting the development work and the product.
The Business Academy determines the actual requirements for the project ensuring a broad combination of essential areas of 1st year teaching. The Business Academy may further define group

[1] A project description is made by the examining institution and must, as a minimum, contain: the guidance format used including the support and tuition given to the students during the project together with requirements of document hand-out and hand-in including time, extent, and other quality requirements.

size, product scope, and process documentation. The Business Academy must ensure that the project description is given to students and the internal and external examiners.

Handing in
Digital prototype. A report not exceeding 10 standard pages[2] plus a maximum of 8 standard pages per group member, excluding appendices. 4 copies.
In reports made by a group, the individual contributions must be clearly marked.

Examination
The student will be examined in several core subjects (Organisation, Communication and Presentation, Interaction Development, Design and Visualisation). The examination must ensure the testing of subjects not already dealt with in the report.

1. Individual presentation based on product and report: 5 minutes.
2. Individual examination: 20 minutes.
3. Discussion of performance and announcement of mark: 5 minutes.

Evaluation
The student is awarded an individual mark for the overall performance of product, report, presentation, and individual examination.

Re-examination
In the event that the examination is not passed, the student is given two further attempts.

Re-examination as individual or group project. A new project is defined and a new report submitted.
The Business Academy will assess whether the new project should be based on the same problem as the project which was subject to the ordinary test, or whether a new problem must be presented.
The test is conducted in the same way as the ordinary test.

Make-up Examination
Make-up examinations are held immediately before, or at the beginning of, the subsequent semester.

3rd semester, Examination

The internal product examination in 3rd semester covers a project, where the student must create a multimedia production/product.

Internally assed examination

[2] 1 standard page is 2400 keystrokes including spaces.

Basis of the internally assed examination is a project, which for each project is to result in
- a product
- a project report.
The exam is held at the end of the 3rd semester.

Handing in
The report, excluding appendices, is to cover maximum 10 standard pages in 4 copies.

Examination
The report and the production forms the basis for an oral group examination. The examination consists of a group presentation:

- 10 minutes for 1 person groups
- 15 minutes for 2 person groups
- 20 minutes for 3 person groups
- 25 minutes for 4 person groups

The group presentation is followed by 10 minutes of examination (Q/A) and 10 minutes of voting and announcing the grade.

Evaluation
The student is awarded an individual mark for the overall performance of product, report, presentation, and examination.

4th semester, Internship

The test is internal and designed to evaluate the learning objectives for the internship.

Hand in:
The test is a written report and must not exceed 10 standard pages. The report is based on a subject, which is laid down individually prior to entering the internship.
The report must contain an analysis of one or more theories and how it/they can be used in practice by the company. The difference between theory and practice must be described in the report, and the student must analyse and explain improvements in the procedures/processes.
Evaluation:
The test is marked either "passed" or "not passed."

Evaluation
The test is evaluated as 'passed' or 'failed'.

Re-examination
The student is entitled, as in other examinations, to two re-examinations.

4th semester, Final Examination

The final exam project documents that the student, in a qualified manner, is able to combine theoretical, methodological, and practical elements and is able to present these. The student must, in his/her final exam project document that the above learning objectives have been achieved.
The problem, which must be central to the multimedia profession, must be drawn up by the student in collaboration, as far as possible, with a public or private company. The Business Academy must approve the problem.
The project will result in a report and a product. The product must be a digital application or a digital presentation.

External Test
An oral test based on the project made individually or by a group of up to 3 students. The test in the final exam project consists of a project and an oral part and is held at the end of the 4th semester.

Handing in
A report of maximum 30 standard pages (1 standard page is 2400 keystrokes including spaces) plus a maximum of 15 standard pages per group member excluding appendices.
In reports made by a group, the individual contributions must be clearly marked.

Examination

1. Group presentation of product and report: 15 minutes.
2. Individual examination based on product and report: 25 minutes.
3. Discussion of performance and announcement of mark: 10 minutes.

Evaluation
The student gets an individual mark for the overall performance covering product, report, presentation, and individual examination.

Re-examination

In all the event that the examination is not passed, the student gets two further attempts.

Re-examination of an Individual or Group Project.
A new project is defined and a new report submitted.
There can only be registering for re-examination if the student has been enrolled at the ordinary exam and has not been passed.
The Business Academy will determine whether the new project can be based on the same problem as the project that formed the basis for the ordinary test, or whether a new problem must be presented.
The test is conducted in the same way as the ordinary test.

Make-up Examination

Make-up examinations are held immediately before, or at the beginning of, the following semester.

Pedagogical and methodical considerations

The meeting of disparate disciplines

During the program, the student will come into contact with a wide range of subjects which, in different ways, are all relevant and indeed necessary in connection with the development and management of multimedia productions. This meeting between elements from widely differing academic disciplines will make high demands on the student's flexibility and his/her ability to integrate very different traditions into study and work situations.

The form of teaching during the program

At IBA we differentiate between content-oriented teaching and teaching with inter-disciplinary orientation.

The form of teaching therefore alternates between classroom lessons, guest lectures, group exercises, copycatting and inter-disciplinary project work.

The content-oriented section is based on courses with a fixed syllabus and ongoing assignments to be completed during the courses.
The section with inter-disciplinary orientation is based on a problem and project-oriented form of teaching.

The program and the form of teaching are naturally distinguished by their higher education nature, which makes demands on commitment and study activity.

Inter-disciplinary aspects of the program

The inter-disciplinary approach is about the interrelationship between the four subject areas and the progression of content between the various semesters and subjects.

The inter-disciplinary approach is ensured by:

- The collaborative planning of the program by the teachers
- The inclusion by individual teachers of relevant points of contact from the other subject areas
- Offering inter-disciplinary projects of various scopes and durations
- Group assignments allocated and completed in connection with the teaching of individual subjects
- Group assignments allocated and completed across the boundaries of individual subjects
- Activities relevant to study, which involve key points from the objectives of the program as well as study-related content pursuant to the relevant executive order and the curriculum.

Project-oriented teaching

The program is firmly centred on multimedia productions, which are typically prepared in teams – as is the case in the business community. Therefore, the fundamental forms of teaching used for the program are projects and group work. This means that while working on the various projects, the student will need to be an active member of a group.

The project organization form of teaching provides the student with important experience of the problems associated with group work and their solutions. Therefore, the ongoing evaluation of process and method forms a fundamental part of tests and examinations.

In preparing the teaching, every effort is made to include varied forms of teaching, including the effect of alternating between theory and practice. The teaching staff give priority to ensuring that the program is relevant and up to date – from both professional and pedagogical perspectives. Group counselling and individual guidance interviews are used to support the students in their professional and personal development.

The projects on this program are obligatory and are thus an essential condition for the student being allowed to sit the examinations. In practice, this means that the project input of the individual students during each semester must be approved by the teachers.

The projects and their content are planned and announced regularly during the program. This means that there is every opportunity to follow the development of the program content, include ideas, and take a position on the currents within each separate area.
The project formulations will be within the goal descriptions of the subject areas of the program.

A high level of independence and initiative is expected from the students. The individual students will be responsible for acquiring the knowledge and the skills offered by the program.

At the same time, the purpose of the program is to develop and provide support for independence and the desire for initiative. As a result, we place great emphasis on giving students every opportunity to express themselves and take on areas of responsibility. Students are expected to do so through writing reports and solving assignments in connection with courses, and by completing tests and projects.

This form of teaching ensures that students receive the necessary theoretical foundations and skills to be able to evaluate and work independently with the content elements that make up the program.

Additionally, the projects are intended to provide a form of work that closely resembles those applied within the business community, thus providing students with real world insights.

Project procedure

In this context, "projects" are taken to mean multimedia-related assignments of short or long duration that are normally completed as group assignments. Problems closely related to those that arise in

practice are used to build up projects involving multiple areas of content and take as their starting point work towards a specific goal.

These ongoing projects are completed by groups either chosen by the teachers or decided among the students themselves. For all projects, a supervisor will be linked to each group.

It is expected that the groups – for long or short periods depending on the duration of the projects – work independently and make full use of the resources represented in the group. The intention is for the groups to use internal discussions and collaboration to inspire and supplement each other in order to arrive at a solution to the project.

Here, too, the associated supervisor can be useful and should be involved, for example, through the agreement of regular meetings with the group. For such meetings, the group should prepare an agenda and input that describes the work, decisions and plans of the group. The agenda and input should be submitted to the supervisor before each meeting.

At the start of the program, both the teaching and the project work are largely run by the teacher/supervisor. This dynamic gradually shifts as the program progresses so that for their final projects, the groups will be fully autonomous, with the supervisor taking on a purely advisory role. This is intended to nurture the academic and professional development of the students. However, the project description and synopsis – if appropriate – must always be approved by a supervisor.

Feedback, evaluation, and marking

At IBA evaluation and feedback are essential for the learning process. Marks are given for projects and major reports, and the students will receive oral feedback from the teachers. Thus,focus is on the work and academic delveopment of the students.

The students will hold compulsory meetings with their teacher/supervisor not only during the project phase, but also on a regular basis in the daily activities.

Collaboration with the business community

The purpose of collaborating with the business community is to ensure that the program is regularly reviewed so that the students receive training in the disciplines that are in demand.

The business community may contribute to the ongoing revision of the program and provide ideas for – and make themselves available in connection with – the content and projects of the program, the use of guest speakers, etc.

A follow-up group has been set up to ensure that links with the business community are maintained. External examiners are used, and we work hard to organize study trips to companies, institutions and

the like. In addition, we place emphasis on engaging guest speakers from the business community throughout the program.

Pedagogical profile

The students will experience a study environment imbued with:

- Holistically oriented teaching and projects with close links to practical situations
- A high level of ambition
- Individualization in the form of guidance, ongoing feedback and focus on the student as a complete person
- Innovative forms of teaching
- Good relations

Quality assurance

The school strives to maintain a high level of quality in all conditions linked to the educational program. This means, for example, that we abide by the "Executive Order on Quality Assurance and Quality Control in Vocational Academy Programs" issued by the Danish Ministry of Education. In practice, this means that we continuously seek to develop both the program itself and the associated conditions.

Evaluation

Measurements and evaluations are carried out regularly with regard to specific conditions concerning teaching, projects, teachers, materials and the like, as well as to more general conditions.

Study activity

We expect the students to be present in classes, and we demand that the students are studying actively.

To be considered "actively studying" the student is to participate in

- Project start-up meetings
- Compulsory meetings with supervisor/teacher
- Common project evaluation
- Examinations
- Further, all regular tests and examinations that are assessed as Passed/Failed or for which marks are given are to be completed and passed
- Active participation in project work documented by a team contract
- Participation in a series of mandatory assignments on each semester. The student must pass these assignments in order to be eligible for registering for the examinations of the semester.

If the student is prevented from attending a compulsory activity, the student is responsible for informing the teachers about the reason for his/her absence.

If the student fails to live up to the demand for study activity the student will be excluded from registering for examinations of the semester.

If the student does not live up to one or more of the aspects listed above, he/she will be called in for an interview concerning his/her lack of study activity.

If the student fails to attend the interview, he/she will automatically be considered "not actively studying" and reported as such – and excluded from the program.

The academy must be able to document that the students are actively studying. It is the responsibility of the individual student to be able to document this. Therefore, the student must make sure to tell the relevant authorities of any cases of illness or other personal conditions that may result in long-term absence. This information must be given to the career counselor.

Various forms of leave of absence may be granted by the educational institution according to the applicable regulations in this regard.