



---

# **Curriculum, January 2016**

## **Multimedia Design and Communication**

---

Multimediedesigneruddannelsen

Joint National Part revised August 2014  
Institutional Part revised January 2016

## Content – Joint national part

<b>1.</b>	<b>Structure of the programme</b>	<b>3</b>
1.1	The programme is governed by the following acts and orders	3
1.2	Title of programme and graduates	4
<b>2.</b>	<b>Programme objectives</b>	<b>4</b>
<b>3.</b>	<b>The programme's core areas and ECTS scope</b>	<b>5</b>
3.1	Core Area: Business	5
3.2	Core Area: Communication and Presentation	6
3.3	Core Area: Design and Visualisation	7
3.4	Core Area: Interaction Development	8
<b>4.</b>	<b>Mandatory modules within the programme's core areas</b>	<b>9</b>
4.1.	Mandatory Element Multimedia Production Basic: Business, Communication and presentation, Design and visualisation and Interaction development.	9
4.2.	Mandatory Element Multimedia Production Advanced: Communication and presentation, Design and visualisation and Interaction development	12
<b>5.</b>	<b>Number of exams in the mandatory modules</b>	<b>14</b>
<b>6.</b>	<b>Internship</b>	<b>15</b>
<b>7.</b>	<b>Final exam project</b>	<b>16</b>
<b>8.</b>	<b>Overview of exams</b>	<b>18</b>
<b>9.</b>	<b>Transfer of credit</b>	<b>18</b>
9.1.	Advanced credit approval	18
<b>10.</b>	<b>Exemption from the curriculum</b>	<b>19</b>
<b>11.</b>	<b>Effective date and transition period</b>	<b>19</b>

## Content - Institutional part

<b>12.</b>	<b>Elective modules</b>	<b>20</b>
12.1.	Content and learning objectives for elective modules for 3rd Semester, Spring 2016	20
<b>13.</b>	<b>Rules for the completion of an internship</b>	<b>24</b>
<b>14.</b>	<b>Methods of teaching and working</b>	<b>25</b>
<b>15.</b>	<b>Requirements for foreign language skills</b>	<b>25</b>
<b>16.</b>	<b>Internationalisation</b>	<b>26</b>
16.1.	Education abroad	26
16.2	Rules for examinations abroad	27
<b>17.</b>	<b>Examinations on the programme</b>	<b>27</b>
17.1.	Compulsory programme element Multimedia Production Basic 1st year exam (external)	27
17.2.	Optional educational component – 3rd semester (internal)	30
17.3.	Compulsory programme modules Multimedia Production Advanced – 3rd semester exam (internal)	31
17.4.	Internship, 4th semester (internal)	35
17.5.	Final exam project Exam (external)	35
17.6.	The use of aids and assistance	37
17.7.	Special exam conditions	37
17.8.	Sick and re-examinations	38
<b>18.</b>	<b>Cheating including the use of own and others' work (plagiarism)</b>	<b>38</b>
18.1.	Cheating and disruptive behaviour during exams	39

18.2.	Presumption of cheating, including plagiarism during and after the exam .....	39
18.3.	The process of clarification of cheating, including plagiarism .....	40
19.	<b>Active attendance</b> .....	41
20.	<b>Criteria for the evaluation of study activity</b> .....	42
21.	<b>Complaints regarding exams and the appeal of decisions</b> .....	43
21.1.	Complaints regarding exams .....	43
21.2.	Appeal .....	45
21.3.	Complaints concerning legal matters .....	46
22.	<b>Rules of exemption</b> .....	46
23.	<b>Approval</b> .....	46
24.	<b>Appendix 1 – Electives Spring 2016</b> .....	47

# 1. Structure of the programme

			<i>1st year</i>	<i>2nd year</i>
<b>Core Areas</b>	10 ECTS	Business	10 ECTS	
	20 ECTS	Communication and Presentation	15 ECTS	5 ECTS
	25 ECTS	Design and Visualisation	20 ECTS	5 ECTS
	25 ECTS	Interaction Development	15 ECTS	10 ECTS
<b>Elective subjects</b>	10 ECTS			10 ECTS
<b>Internship</b>	15 ECTS			15 ECTS
<b>Final exam project</b>	15 ECTS			15 ECTS
<b>Total</b>	<b>120 ECTS</b>		<b>60 ECTS</b>	<b>60 ECTS</b>

The curriculum for the Multimedia Design programme has been prepared on the basis of the guidelines in the Ministerial Order No. 1061 of 14 November 2012 on the Business Academy (AP) programme for Multimedia Design and Communication (Multimedia Design).

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

## 1.1 The programme is governed by the following acts and orders

- Act no. 633 of 12 May 2015 on Academy Profession and Professional Bachelor Degree Programmes.
- Executive Order no. 1147 of 23 October 2014 on Academy Profession and Professional Bachelor Degree Programmes.
- Executive Order no. 1061 of 14 November 2012 on the Academy Profession programme in Multimedia Design and Communication (Multimedia Designer AP)
- Executive Order no. 248 of 13 March 2015 on access to Academy Profession and Professional Bachelor Degree Programmes.
- Executive Order no. 1519 of 16 December 2013 on Tests and Exams in Vocational Programmes (the Examination Order)
- Executive Order no. 114 of 3 March 2015 on the Grading Scale and Other Forms of Assessment.
- Act no. 274 of 25 March 2015 on Accreditation of Higher Educational Institutions.

Executive Order no. 601 of 12 June 2013 on Accreditation of Higher Educational Institutions and Approval of New Higher Educational Programmes  
The valid and current acts/orders are accessible on [www.retsinfo.dk](http://www.retsinfo.dk)

## 1.2 Title of programme and graduates

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

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

In English the title is Academy Professional Degree in Multimedia Design and Communication.

## 2. Programme objectives

---

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

### Learning objectives for the Multimedia Design and Communication AP

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

#### Knowledge

*The student will gain knowledge about:*

- practice and 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
- the understanding of interdisciplinary issues within the multimedia field in relation to both individual and team-based project work.

#### Skills

*The student will get the skills to:*

- apply methods and tools within analysis, concept development, design and planning as well as the realisation and management of multimedia tasks,
- evaluate practice-orientated issues within the field of multimedia, list and choose solutions, and
- communicate practice-orientated issues and solutions within the multimedia field to collaboration partners and users.

#### Competencies

*The student will learn to:*

- independently manage analysis, concept development, design and planning as well as the realisation and management of multimedia tasks, and participate in the implementation, management and maintenance of multimedia productions,
- manage development-orientated situation and, through innovative processes, adapt the multimedia solutions according to commercial conditions,
- acquire new knowledge, skills and competencies within the field of multimedia,

- participate in managerial and work-related functions in collaboration with others regardless of their educational, linguistic, and cultural background, and
- participate professionally in and manage collaboration and communication within the networks.

### 3. The programme's core areas and ECTS scope

---

The Programmes consists of the following key subjects

- Business (10 ECTS)
- Communication and presentation (20 ECTS)
- Design and visualisation (25 ECTS)
- Interaction development (25 ECTS)

Total 80 ECTS.

#### 3.1 Core Area: Business

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.

##### ECTS scope

10 ECTS

##### Learning objectives

###### Knowledge

*The student will gain knowledge and understanding about:*

- subjects in multimedia-related business law, including copyright, the Data Protection Act, and contract law
- the company's management, communication and decision-making processes
- the organisational consequences which the implementation of multimedia productions can have in an organisation
- methods and tools for financial planning and control of multimedia productions
- subjects within innovation and entrepreneurship.

###### Skills

*The student will get the skills to*

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

###### Competencies

*The student will learn to*

- manage relevant theories, methods, and IT-tools for the purpose of planning, managing, and quality assuring development projects

- participate professionally in discipline-specific and interdisciplinary teams, internally and externally
- acquire new knowledge, skills and competencies in relation to the business area.

### 3.2 Core Area: Communication and Presentation

The objective is to ensure that the student acquires knowledge, skills, and competencies for handling communication in relation to multimedia tasks and to ensure that the student is able to manage communication paths and opportunities in complex organisations and networks, locally as well as globally

#### ECTS scope

20 ECTS

#### Learning objectives

##### Knowledge

*The student will gain knowledge and understanding about:*

- theories and methods applied within communication in relation to multimedia
- theories and methods applied within marketing in relation to multimedia
- communicative instruments and applied genres
- concepts within media sociology (historical and present use of media by different social groups).

##### Skills

*The student will get the skills to:*

- collect and assess empirical data on target groups and usage situation
- apply methods and tools to describe a target group in relation to multimedia tasks
- assess and produce communication aimed to specific target groups
- apply methods and tools for constructing and assessing information architecture including structuring, planning, and presentation of information
- apply methods and tools for planning and implementing user tests
- conclude and present a development project in a report
- apply methods and tools for presentations to stakeholders
- 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.

##### Competencies

*The student will learn to*

- manage communication and marketing across platforms
- manage digital marketing
- 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
- participate professionally in discipline-specific and interdisciplinary teams, internally and externally
- acquire new knowledge, skills and competencies in relation to the business area.

### 3.3 Core Area: Design and Visualisation

The objective is that the student should be able to apply methods and principles for multimedia design processes and concept development. The student must be able to apply methods to the design and development of interactive user interfaces for digital platform.

#### ECTS scope

25 ECTS

#### Learning objectives

##### Knowledge

*The student will gain knowledge and understanding about:*

- tools for the production of video and audio
- methods for design documentation
- the history of design and aesthetics in relation to the multimedia field
- the correlation between usage and design in relation to the multimedia field
- theories and methods in relation to animation techniques
- theories and methods in relation to animation techniques.

##### Skills

*The student will get the skills to:*

- assess and apply methods for idea and concept development
- design user interfaces for different digital platforms based on theories and assessment models
- assess and apply methods for user-centred design
- assess and apply principles for digital graphic 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
- assess and apply methods for documentation of interactive multimedia productions
- assess and apply production and post production techniques to video and audio productions
- communicate the choice of media elements to stakeholders.

##### Competencies

*The student will learn to:*

- manage and create the correlation between message and design
- manage and create the correlation between identity and design



- manage design and development of interactive user interfaces
- manage and integrate the expression of digital media on different digital platforms
- participate professionally in discipline-specific and interdisciplinary teams, internally and externally
- acquire new knowledge, skills and competencies in relation to the business area.

### 3.4 Core Area: Interaction Development

The student must be able to model, format, structure, document, and implement dynamic multimedia applications. The student must attain a basic understanding of systems development. The student must attain skills in the structuring and implementation of complex dynamic multimedia applications, including the integration of databases.

#### ECTS scope

25 ECTS

#### Learning objectives

##### Knowledge

*The student will gain knowledge and understanding about:*

- the construction and usage of the internet
- object-orientated programming in relation to multimedia practice
- scope and limitations of development environments in practice
- elements applied in Content Management Systems (CMS) in practice
- theories and methods applied within systems development
- interfaces for data exchange with third party services
- key security aspects of networks, multimedia applications and data communication.

##### Skills

*The student will get the skills to:*

- assess and apply methods and tools for search engine optimisation (SEO)
- prepare and present documentation according to current practice
- assess and apply contemporary formatting languages
- program client and server-based multimedia applications
- apply methods and tools to model, structure, and implement functionality
- apply a currently used data manipulation language for database
- apply key methods in data modelling and implementation of databases
- apply key methods for quality assurance by means of tests and debugging.

##### Competencies

*The student will learn to:*

- manage interactive communication in multimedia products
- participate professionally in discipline-specific and interdisciplinary teams, internally and externally
- acquire new knowledge, skills and competencies in relation to the business area.

## 4. Mandatory modules within the programme's core areas

---

The mandatory modules are:

1. Multimedia Production Basic (60 ECTS)
2. Multimedia Production Advanced (20 ECTS)

Total 80 ECTS

Both mandatory modules conclude with an exam.

### 4.1. Mandatory Element Multimedia Production Basic: Business, Communication and presentation, Design and visualisation and Interaction development.

#### ECTS scope

60 ECTS comprised of:

- 10 ECTS from the core area Business
- 15 ECTS from the core area Communication and presentation
- 20 ECTS from the core area Design and visualisation
- 15 ECTS from the core area Interaction development.

#### Content

This first mandatory element aims 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.
- acquire knowledge, skills, and competencies for managing communication in relation to multimedia tasks
- to apply methods and principles for multimedia design processes and concept development. The student must be able to apply methods to the design and development of interactive user interfaces for digital platforms.

#### Learning objectives

##### Knowledge (Business)

*The student will gain knowledge and understanding about:*

- key issues in multimedia related business law, copyright, data protection law and contract law
- management-, communication- and decision-making processes in companies
- the organizational consequences which implementation of multimedia productions can have in an organization
- key methodologies and tools for economic planning and management of multimedia productions
- key issues of innovation and entrepreneurship

### **Knowledge (Communication and Presentation)**

*The student will gain knowledge and understanding about:*

- theories and methods applied within communication in relation to multimedia
- theories and methods applied within marketing in relation to multimedia
- communicative instruments and applied genres
- concepts within media sociology (historical and present use of media by different social groups)

### **Knowledge (Design and visualisation)**

*The student will gain knowledge and understanding about:*

- tools for the production of video and audio
- methods for design documentation
- the history of design and aesthetics in relation to the multimedia field
- the correlation between usage and design in relation to the multimedia field
- theories and methods in relation to animation techniques
- theories and methods in relation to storytelling and production techniques

### **Knowledge (Interaction development)**

*The student will gain knowledge and understanding about:*

- the construction and usage of the internet
- object-orientated programming in relation to multimedia practice
- scope and limitations of development environments in practice
- elements applied in Content Management Systems (CMS) in practice
- theories and methods applied within systems development
- interfaces for data exchange with third party services
- key security aspects of networks, multimedia applications and data communication.

### **Skills (Business)**

*The student will get the skills to:*

- manage relevant theories, methods, and IT-tools for the purpose of planning, managing, and quality assuring development projects
- participate professionally in discipline-specific and interdisciplinary teams, internally and externally
- acquire new knowledge, skills and competencies in relation to the business area.

### **Skills (Communication and presentation)**

*The student will get the skills to:*

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

### **Skills (Design and visualisation)**

*The student will get the skills to:*

- assess and apply methods for idea and concept development
- design user interfaces for different digital platforms based on theories and assessment models
- assess and apply methods for user-centred design
- assess and apply principles for digital graphic 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.

### **Skills (Interaction development)**

*The student will get the skills to:*

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

### **Competencies (Business)**

*The student will learn to:*

- manage relevant theories, methods, and IT-tools for the purpose of planning, managing, and quality assuring development projects
- participate professionally in discipline-specific and interdisciplinary teams, internally and externally
- acquire new knowledge, skills and competencies in relation to the business area.

### **Competencies (Communication and presentation)**

*The student will learn to:*

- manage communication and marketing across platforms
- manage digital marketing
- participate professionally in discipline-specific and interdisciplinary teams, internally and externally
- acquire new knowledge, skills and competencies in relation to the business area.

### **Competencies (Design and visualisation)**

*The student will learn to:*

- manage and create the correlation between message and design
- manage and create the correlation between identity and design
- manage design and development of interactive user interfaces
- participate professionally in discipline-specific and interdisciplinary teams, internally and externally
- acquire new knowledge, skills and competencies in relation to the business area.

### **Competencies (Interaction development)**

*The student will learn to:*

- manage the modelling, structuring, and formatting of information according to current practice
- participate professionally in discipline-specific and interdisciplinary teams, internally and externally
- acquire new knowledge, skills and competencies in relation to the business area.

This mandatory element concludes with an exam (Multimedia Production Basic, 1-year exam).

### **Evaluation**

This exam is evaluated with an external examiner and is marked according to the 7-point scale.

The learning objective for this mandatory element is identical to the learning objectives for the exam.

Regarding exam form, exam planning, etc. please see the institutional part of the study curriculum.

## **4.2. Mandatory Element Multimedia Production Advanced: Communication and presentation, Design and visualisation and Interaction development**

### **ECTS scope**

20 ECTS comprised of:

- 5 ECTS from the core area Communication and presentation
- 5 ECTS from the core area Design and visualisation
- 10 ECTS from the core area Interaction development

### **Content**

This second mandatory element aims to qualify the student to:

- manage communication paths and the scope presented by complex organisation and networks,
- locally and globally.
- be able, on a methodical basis, to integrate digital media expressions on different digital platforms.
- achieve skills in the structuring and implementation of complex dynamic multimedia applications, including the integration of databases.

### **Learning objectives**

#### **Knowledge (Communication and Presentation)**

*The student will gain knowledge and understanding about:*

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

### **Knowledge (Design and visualisation)**

*The student will gain knowledge and understanding about:*

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

### **Knowledge (Interaction development)**

*The student will gain knowledge and understanding about:*

- interfaces for data exchange with third party services
- key security aspects of networks, multimedia applications and data communication.

### **Skills (Communication and presentation)**

*The student will get the skills 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.

### **Skills (Design and visualisation)**

*The student will get the skills to:*

- assess and apply methods for documentation of interactive multimedia productions
- assess and apply production and post production techniques to video and audio productions
- communicate the choice of media elements to stakeholders.

### **Skills (Interaction development)**

*The student will get the skills to:*

- apply a currently used data manipulation language for databases
- apply key methods in data modelling and implementation of databases
- apply key methods for quality assurance by means of tests and debugging.

### **Competencies (Communication and presentation)**

*The student will get the skills to:*

- manage interactive communication in multimedia products
- participate professionally in discipline-specific and interdisciplinary teams, internally and externally
- acquire new knowledge, skills and competencies in relation to the business area.

### **Competencies (Design and visualisation)**

*The student will learn to:*

- manage and integrate the expression of digital media on different digital platforms
- participate professionally in discipline-specific and interdisciplinary teams, internally and externally
- acquire new knowledge, skills and competencies in relation to the business area.

### **Competencies (Interaction development)**

*The student will learn to:*

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

This mandatory element concludes with an exam (Multimedia Production Advanced, 3rd semester exam).

### **Evaluation**

This exam is evaluated with an internal examiner and is marked according to the 7-point scale.

The learning objective for this mandatory element is identical to the learning objectives for the exam.

Regarding exam form, exam planning, etc. please see the institutional part of the study curriculum.

## **5. Number of exams in the mandatory modules**

---

Both mandatory modules have to be completed with an exam. An overview of all the programme's exams is located in section 8 – Overview of exams.

Below is an overview of the connection between the core areas and the mandatory modules of the study programme based on ECTS.

The mandatory elements are	Multimedia Production Basic	Multimedia Production Advanced	Total
<b>Core Area</b>			
<i>Business</i> <i>10 ECTS</i>	10 ECTS from the core area Business		<b>10 ECTS</b>
<i>Communication and Presentation</i> <i>20 ECTS</i>	15 ECTS from the core area Communication and presentation	5 ECTS from the core area Communication and presentation	<b>20 ECTS</b>
<i>Design and visualisation</i> <i>25 ECTS</i>	20 ECTS from the core area Design and visualisation	5 ECTS from the core area Design and visualisation	<b>25 ECTS</b>
<i>Interaction Development</i> <i>25 ECTS</i>	15 ECTS from the core area Interaction Development	10 ECTS from the core area Interaction Development	<b>25 ECTS</b>
	Learning objectives for Multimedia Production Basic: See 6.1	Learning objectives for Multimedia Production Advanced: See 6.2	
<b>Total</b>	<b>60 ECTS</b>	<b>20 ECTS</b>	<b>80 ECTS</b>

## 6. Internship

**ECTS scope**  
15 ECTS

### Learning objectives

#### Knowledge

*The student will gain knowledge and understanding about:*

- the application of theory, methods, and tools by the profession and multimedia discipline in practice.

#### Skills

*The student will get the skills to:*



- apply various technical and analytical working methods related to employment within the business area
- assess practice-orientated issues and possible solutions
- communicate practice-orientated issues and motivated models for solutions.

### **Competencies**

*The student will learn to:*

- manage development-orientated practical and professional issues in relation to the profession
- acquire new knowledge, skills and competencies in relation to the profession
- manage the structuring and planning of day-to-day tasks within the profession
- participate professionally in discipline-specific and interdisciplinary teams.

The internship period concludes with an exam (Internship exam).

### **Evaluation**

This exam is evaluated with an internal examiner and is marked according to the 7-point scale.

The learning objective for this element is identical to the learning objectives for the exam. Regarding exam form, exam planning, etc. please see the institutional part of the study curriculum.

## **7. Final exam project**

---

### **ECTS scope**

15 ECTS

### **Final project exam requirements**

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. The problem formulation must be central to the media profession and has to be drawn-up by the student in collaboration, as far as possible, with a public or private company. The institution must approve the problem formulation.

The project results in a report and a product. The product must be a digital multimedia production.

The final exam project is limited to a maximum of 45 standard pages for one student + a maximum of 15 standard pages for each extra group member. The front page, table of contents, bibliography and appendices are not included in the maximum number of pages.

One standard page is 2,400 keystrokes including spaces and footnotes.

### **Spelling and writing skills**

Spelling and writing skills will be part of the assessment criteria for the final exam project. The assessment is expressed as an overall assessment of the professional and academic content as well as the student's spelling and writing skills. However, the academic content has priority in this overall assessment.

Students may apply for an exemption from the requirement that spelling and writing skills form part of the assessment criteria if the application is verified by physical or mental impairment. An application should be submitted to the programme and directed to the attention of the programme director not later than 4 weeks before the exam is to be held.

### **Learning objectives**

The final project exam has to document that the student has reached graduation level according to appendix 1 in Ministerial Order No. 1061 of 14 November 2012 for the Academy Professional degree programme (AP) for Multimedia Design and Communication (Multimedia Design).

The learning objectives for the final project exam include the knowledge, skills and competencies that a multimedia designer must attain during the programme. See the learning objectives in section 4 of this study curriculum – Programme objectives.

### **Evaluation**

This exam is evaluated with an external examiner and is marked according to the 7-point scale.

The final exam consists of a project part and an oral part. One mark is given to cover all elements of the exam. The exam cannot be completed until all other exams have been passed – including the internship exam.

Regarding exam form, exam planning, etc. please see the institutional part of the study curriculum.

## 8. Overview of exams

---

This table presents an overview of the programme's total number of exams and their placement.

Time	Exam	120 ECTS distributed across exams	Evaluation
Conclusion of 2nd semester	1-year exam	60	7-point scale External
Conclusion of elective course for the 3rd semester	Elective course	10	7-point scale Internal
Conclusion of 3rd semester	3rd semester exam	20	7-point scale Internal
Conclusion of internship	Internship exam	15	7-point scale Internal
Conclusion of 4th semester	Final exam project	15	7-point scale External

## 9. Transfer of credit

---

Passed educational modules are equal to corresponding educational modules at other educational institutions offering the programme. In each case, or according to stipulations in the curriculum, the institution may approve that a transfer credit is awarded for completed educational modules from another Danish or foreign higher education programme. The decision will be made based on a professional assessment of the equivalence of the educational modules in question. On approval, the element is considered completed on the condition that it was passed according to the regulations for the study programme in question.

### 9.1. Advanced credit approval

The student can apply for advanced credit approval. The institution can approve that study modules which the student has passed (or intends to pass) at another Danish or international educational institution replace study modules from this curriculum. With an application for advanced credit approval, the student agrees to the fact that the final transferability/applicability of the credit has to be confirmed after the institution receives the final transcript and documentation.

On approval, the element is considered completed on the condition that it was passed (or will be passed) according to the regulations for the study programme in question.

## **10. Exemption from the curriculum**

---

The Academy has the authority to exempt from the rules and regulations of this joint national part of the curriculum if it is considered necessary based on extraordinary circumstances. The academies cooperate on establishing a homogeneous practice for administering exemptions.

## **11. Effective date and transition period**

---

This curriculum will come into effect on 1 September 2014 and will apply to students who commence their study programme on 1 September 2014 and later.

The curriculum dated 1 January 2013 will be repealed on 31 August 2014. However, the exams that were initiated prior to 1 September 2014 will be carried out in accordance with the curriculum dated 1 January 2013 until 31 August 2015.

---

# Content: Institutional Part

---

## 12. Elective modules

---

The purpose of the elective modules is to offer students the opportunity of an individual study profile with academic immersion within the programme's subject area. The electives can be planned by the individual institution offering the programme. Students may also follow electives at other institutions provided that they pay for their own transportation, overnight accommodation, etc.

### 12.1. Content and learning objectives for elective modules for 3rd Semester, Spring 2016

The following elective subjects will be offered:

- 1) *Creative Advertising*
- 2) *Digital Playground*
- 3) *Content Marketing*

The elective subjects will be tied to classes (lines) in which the tuition will be adapted to reflect the elective subject on offer.

The student will choose a class (line) according to interest.  
The language of instruction will be either Danish or English.

In addition to these the electives (5 ECTS) mentioned in Appendix 1 will be offered.

#### **Assessment criteria**

The learning objectives for the elective subject are tested with an examination. The exam is marked using the 7-point scale.

A mark of at least 02 must be obtained before the student can take part in the project part which forms the basis for the 3rd semester exam.

#### **Learning objectives for the elective subjects:**

##### **Creative Advertising**

Creative Advertising enables the student to design and develop modern solutions that deliver a clear message and create results. The focus is to create unique campaigns

that incorporate outdoor commercials, video, powerful pictures, websites, social media etc.

### **Knowledge**

*The student will gain knowledge and understanding about:*

- the essential design skills to produce content for advertising, corporate identity and web.
- how to explore the creative graphic design process involved in taking a project from idea to finished project
- the use of tools and technology, including their roles in the creation, reproduction, and distribution of visual messages.
- how to combine creativity with technology to communicate ideas and information in an attractive, clear and concise way.

### **Skills**

*The student will get the skills to:*

- work with graphic design, corporate identity and advertising
- create, plan and execute advertising campaigns in collaboration with real businesses
- carry out design briefings with classic as well as virtual teams
- apply software to execute design and advertising solutions
- produce innovative and creative ideas and concepts
- measure effects of advertising.

### **Competencies**

*The student will get the skills to:*

- produce moving images in all forms
- create images for professional publishing
- create consistent, engaging, and readable layouts
- identify and apply principles of composition and layout in advertising design
- communicate effectively in cross-cultural settings.

## **Digital Playground**

Digital playground revolves around using the newest tools for creating Multimedia, diving into the toolbox and newest technologies from Adobe and other developers, the students will gather the proficiencies needed to work with mobile, tablets and laptops in a true synchronicity and create powerful multimedia productions.

Preparation for a career in a digital world where development happens on the go and mobile devices play a central role in the creation of multimedia. The specialization covers working with the full Adobe Creative Cloud solution both desktop and mobile to create true multimedia experiences faster and more intuitive using the right tools for every situation.

The student will gain professional skills working with context in design and communication, paired with knowledge and skills of using code to solve complex interactivity.

## Knowledge

*The student has development-based knowledge and understanding of*

- the essential design skills to produce multimedia content with/for mobile, tablet and desktop.
- how to use different technologies to speed up the work flow of a multimedia production
- tools and theories for producing media in context to the newest trends
- cool hunting and discovering the next trend
- cloud based workflows, and how best to incorporate them into a workflow

## Skills

*The student is able to*

- produce animation (Character & UI)
- produce video & audio using mobile devices (low cost production on the go)
- work in synchronicity between multiple applications and devices
- create on the go, through mobile devices
- create a consistent user experience and measure the effect of usability elements, in a production

## Competences

*The student is able to*

- Synchronize teamwork and projects through cloud solutions
- Work with Central theories of design, communication, web and compare them to new trends
- Create a workflow with new tools, and reflect upon the desired outcome
- Execute complex multimedia- experiences and cases
- Incorporate the new trends and theories in design, communication and web in a production

## Content marketing

The objective of this student specialisation is to gain competencies in designing content campaigns and digital concepts that creates value in new and existing businesses. Focus will be on creating exciting content and value for the customers, users, or clients in different organisational settings. The aim is to combine the four areas of the multimedia programme in new ways that create unique experiences for users and consumers. The core in this course is how to create relevant content for users and to build relationships between the company or organisation and the users/customers. The focus will be on solving problems and fulfilling needs in surprising ways and preparing students to become excellent concept developers and to create exciting content. After participating in this course, you will be able to create a content marketing strategy, and create value for your customers in your future workplace.

## Knowledge

*The student will gain knowledge and understanding about:*

- Value creation
- Insights into how content marketing affects the entire business
- Experience economy
- Content marketing
- Social Media.

### **Skills**

*The student will get the skills to:*

- Use different sketching techniques
- Document the process of visual idea development, e.g. through storyboarding
- Apply user-centred approaches to design
- Visualise functionality in interaction design
- Create experience designs
- Analysis needs and problems.

### **Competencies**

*The student will learn to:*

- Develop concepts and campaigns in a problem-orientated setting
- Develop relevant content on various media platform based on "sweet spots"
- Manage content on various platforms
- Content planning
- Plan and execute events or other engaging elements within their concepts
- Manage complex and innovative processes using content marketing as the guiding force
- Manage and integrate different media expressions on various digital platforms
- Creation of credible content to attract customers
- Solve problems and fulfil user needs in surprising ways.



## 13. Rules for the completion of an internship

---

The internship is based on the business conditions and the competency 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 competencies. 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 towards independent work. Learning objectives for the internship: see the joint national part, section 6.

### **The agreement about the internship**

The standard document provided by Business Academy Aarhus should be used for the agreement for the internship. The agreement should include the content and the learning goals for the internship period.

The agreement needs to be signed by the organisation, the student and approved by the internship supervisor to be valid. It's possible to have more than one organisation for your internship.

The supervisor must approve that the agreement fulfils the requirements of the curriculum (see section 6). Together with the general learning objectives, the individual learning objectives of the internship form the basis for the internship exam.

It is possible to opt for an internship abroad or in one's own company. If a student chooses to take the internship in their own company, is it a requirement that they should find a relevant external professional mentor/supervisor who will function as sparring partner.

The student is responsible for finding a relevant organisation for the internship, and is expected to solve the task defined in cooperation with the organisation.

The Academy actively looks for contacts with companies that are interested in having an intern. The Academy conveys these openings via the Intranet

The student keeps a logbook during their internship about the tasks and the experiences they have gained. The logbook is an important tool for doing the internship exam.

### **Supervision**

The student is assigned a supervisor for the internship period by the Academy during the 3rd semester. The student should contact the supervisor for supervision. It is the responsibility of the supervisor to assist the student with the internship agreement, including learning goals, so that it fulfils the requirements of the curriculum.

The internship coordinator is responsible for the assignment of supervisors.

The role of the supervisor is to motivate the student to work goal-orientated during the internship period and to stimulate the students' reflections on his or her internship experiences in relation to their future career plans.

The supervisor must contact the internship company at the beginning, middle and at the end of the internship period to ensure that the internship goes as planned and to evaluate the outcome of the internship period. If at all possible, the supervisor should contact the internship company/institution.

The internship exam is described in section 17.4.

## **14. Methods of teaching and working**

---

Teaching on the Multimedia Design Programme is conducted as a dynamic, interactive process where the main emphasis is on the active participation of the students. The students take responsibility for their own learning and students as well as lecturers contribute constructively to the learning process.

The teaching is conducted as a combination of classroom teaching and individual and team-based project work – most often involving interdisciplinary issues and always with an application-orientated starting point.

To ensure the individual student the optimum professional learning and personal development, the Multimedia Design programme applies varied teaching methods emphasising dialogue, discussion and projects. The teaching plan is varied and includes classroom teaching, work in groups, interdisciplinary cases, theme-based work, guest lectures, company visits and project work.

Teaching can be planned so that foreign languages are included in the teaching material and teaching.

In the 3rd semester, new classes (lines) will be established where tuition will be adapted to reflect the elective subject on offer. Classes will be established with Danish and English respectively, as the language of instruction. The student can choose a class (line) according to interest.

## **15. Requirements for foreign language skills**

---

The majority of the programme's teaching materials are in English. No additional knowledge of a foreign language is required, other than what is stated in the admission requirements.

## 16. Internationalisation

---

### 16.1. Education abroad

The Academy offers assistance to students who want to take part of their programme abroad, both in relation to programme classes and their internship.

#### 1st semester study trip

During the 1st semester, students will go on a compulsory study trip to a European city: project 1.2 project trip. The Academy covers transportation, accommodation and appropriate charges for admission. An exemption may be granted in special cases. A request for an exemption should be sent to the head of the programme at least two months before departure, unless in an emergency in which an exemption be granted at a later date.

#### Study abroad in the 3rd semester

To ensure that the student obtains the learning objectives for the programme in connection with a stay at a foreign educational institution, the following procedure applies:

- The student presents the foreign institution and the content of the programme to the international coordinator of the multimedia design programme.
- The international coordinator presents his/her recommendation to the head of programme, who then approves the programme modules that meet the learning objectives for the semester in question.
- The student forwards documentation of programme modules that they have passed, and a credit transfer will be given for the semester in question on their diploma.
- If the student does not pass all the agreed programme modules, credit cannot be granted, in which case the student will have to repeat the semester. An exemption may be granted in special cases.

#### Study abroad in the 4th semester

For students studying abroad in the fourth semester, their internship exam as well as their main exam project will be assessed by Business Academy Aarhus the same way as for students who do not go abroad.

#### Summer school abroad

Like all the other students at Business Academy Aarhus, students of multimedia design are also offered a summer school stay abroad.

A summer school stay of 5 ECTS results in a credit transfer of 5 ECTS for the elective subject's in the 3rd Semester. Except for the elective subjects that are tied to classes (lines) in which the tuition will be adapted to reflect the elective subject.

### **Supervision from the international coordinator and the international office**

Business Academy Aarhus has a vast network of collaboration partners abroad. The international coordinator of the multimedia design programme can be contacted for further information. It is up to the individual students to find out which subjects are on offer at the foreign university, and they must also manage all the practical matters in relation to a stay abroad.

## **16.2 Rules for examinations abroad**

For the description of rules for conducting examinations abroad, please refer to the [exam's section on baaa.dk](#). This also describes the costs involved if the examination is held abroad.

## **17. Examinations on the programme**

---

Overview of exams and their timing: see the joint national part of the curriculum, section 8: 'Overview of exams'.

At the beginning of a programme module, term, etc. there is automatic registration for the appropriate exams. Registration for the exam means that one exam attempt has been used. This does not apply to students who are unable to attend the examination due to a documented illness or maternity/paternity leave.

It is always the student's responsibility to ensure that they have internet access in an exam situation, and that the student's pc is operational.

### **17.1. Compulsory programme element Multimedia Production Basic 1st year exam (external)**

The first year of study is completed with an interdisciplinary 4-week project that combines the learning objectives for the first year of study. The project forms the basis for the first oral, external group exam.

Weight: 60 ECTS

#### **Prerequisites to take the exam**

It is a requirement that all the compulsory hand-ins have been approved at least 14 days before the commencement of the project. Otherwise, the student cannot take part in the exam.

It is also a requirement that the content of the report should be credible.

The following formalities should be observed, and the assignment must be handed in on time and in accordance with the requirements (Rf. exam plan on Fronter).

### **Exam form and organisation**

A group project, consisting of 3 to 4 students, must be prepared. The project consists of a digital project and a project report.

The group must develop a concept and an interactive digital prototype for a company or some other external partner. The group must discuss how their concept creates value for the customer. The concept and prototype must be documented in a report. During the project work, theories, methods and appropriate tools from all four core areas must be included. Sub-conclusions from the individual core areas must be included and incorporated in the other core areas so that the project is portrayed as a whole.

### **Compulsory content – *the Company***

Group work involves planning, documentation and management of the project, including the choice of an appropriate development method. The report must account for the choice of development method and project management. As a minimum, this should result in a project plan with phases and milestones expressed in a Gantt chart.

The group must argue for how and why the project adds value to the organisation they have chosen, for instance through the analysis of business models, change management, situational analysis, financial analysis or other methods.

It is important that the interactive marketing should be based on solid business knowledge. This knowledge could result from an analysis of business culture, mission, vision, values and situation. The group must assess which theories and tools of analysis can be applied in order to get a clear picture of the identity of the business, and must only use theories and analyses that provide relevant information to the project.

### **Compulsory content – *Communication and dissemination***

The project must include relevant areas from the subjects Communication and Marketing in the first and second semester. The group must apply methods and tools to uncover the client's prospects in digital communication and marketing.

The group must market the sender online through a value-adding communication strategy.

The product must address the target group while taking project stakeholders into consideration. Furthermore, the product should be validated through ongoing user testing and research.

### **Compulsory content – *Design and visualisation***

Development of a concept based on analysis and argumentation in relation to the choice of design under due consideration of the target group, message and identity. Furthermore, the group must account for their use of design principles, and design work must be based on a conscious choice of style.

The group must also account for their considerations of the user friendliness of the website, or possibly smartphone/tablet. The design must be a reflection of aesthetics, visual communication and functionality.

The design must be documented from a sketch to final concept and must include a design manual.

**Compulsory content – *Interaction development***

The technologies of the first two semesters must be included in this project. This means that both client-side programming (HTML + CSS + JavaScript and/or ActionScript) as well as server-side programming (PHP) must be represented.

The report must account for technical and functional requirements for the product, how the product is structured and how central elements are programmed. The source code for the central elements of the product must be clear, available and commented.

**Formal requirements**

The student/group must hand in the report and product through the administration system Wiseflow following the guidelines accessible on Fronter.

A link (URL) to an operational prototype on the internet must be included on the front page of the report.

The report cannot exceed 10 standard pages of text + 8 pages per group member (this means that a group of three can hand in 34 pages as a maximum). A standard page consists of 2,400 characters. Illustrations, figures, etc. and appendices are not included. Important screen dumps must be printed out and put in the appendix of the report.

The sections of the report must be divided equally between the group members. The joint part consists of the introduction, thesis statement, conclusion and the broader perspective.

It must be clearly indicated what each group member has contributed to the project.

All group members are responsible for, and will be examined in the entire project.

The front page must include the following information:

- Multimedia Production – Basic, 1st year exam, Spring or Autumn 20xx.
- Multimedia Design and Communication, Business Academy Aarhus.
- Project title
- URL for the digital prototype
- The names of all group members and supervisor.

1st and 2nd semester literature can be used as well as other relevant literature. A bibliography must be included, and every quote, model and/or chart must be referenced.

See also:

[Structure and formal aspects in report writing, Business Academy Aarhus](#)

<http://bibliotek.eaaa.dk/Guides/Report%20writing%20MDC.pdf>

### **Exam**

The exam is oral and individual and consists of a presentation of the project and an examination based on the product and report.

Exams are conducted in the language the lectures took place in. Business Academy Aarhus may dispense from this practice in special cases.

The oral exam starts with the group presenting the project. Each group member has five minutes allotted for an individual presentation. This means that a group of three has 15 minutes for the presentation, whereas a group of four has 20 minutes.

The group performance is followed by 20 minutes of individual examination based on the project. During the individual examination, questions can be asked in relation to all the learning objectives for the four core areas of the programme's first year.

Deliberation and communication of marks: 5 minutes.

### **Assessment criteria**

The students are awarded one individual mark (7-point scale) based on an overall assessment of:

- Prototype
- Report
- Application of relevant theory in relation to the thesis statement
- Written account of choices made in connection with all the core areas
- Application of relevant academic knowledge
- Form and content of the presentation
- Oral examination: demonstration of academic overview in relation to exam project and learning objectives during the first year of study.

## **17.2. Optional educational component – 3rd semester (internal)**

**The elective modules, described in chapter 12.1**, are completed with an exam involving the associated learning objectives.

The exam is individual and internal and conducted by the lecturer or supervisor.

Weight: 5 ECTS.

### **Examination form and organisation**

The elective module exam is an oral examination, which takes its starting point in the student's reports (including prepared projects) for the elective in accordance with the subject's learning objectives.

The reports and projects can be prepared either individually or in a group of maximum 3-4 students.

The student/group must send the material ahead of the exam in agreement with the teacher/supervisor.

For an individual examination (duration 15 minutes): the student presents the material and relates it to the subject's learning objectives.

For a group examination (duration: joint presentation 10 minutes, an individual exam dialogue 15 minutes): the group presents the material and relates it to the subject's learning objectives. This must be elaborated on in the individual exam dialogue.

#### **Prerequisites to take the exam**

In order to take the exam, it is a precondition that the student has sent the above-mentioned material as agreed with the lecturer/supervisor.

Is it also a precondition that the exam Multimedia Production – Basic (first-year exam) has been passed.

#### **Assessment criteria**

The assessment criteria are the general learning objectives for the elective element, possibly supplemented by individual learning objectives for the student.

The internship exam is assessed according to the 7-point scale.

A mark of 02 (on the 7-point scale) must be obtained before the student can take part in the project work that forms the basis for the 3rd semester exam.

A mark of less than 02 means that the student must prepare new material in order to re-qualify for the examination in the elective element.

**The elective modules, described in Appendix 1**, are completed with an assignment wherein the student documents having obtained the learning objectives for the elective element. A student who does not pass, has the right, as with other exams, of two more attempts.

### **17.3. Compulsory programme modules Multimedia Production Advanced – 3rd semester exam (internal)**

The 3rd semester concludes with a 4-week interdisciplinary project that must combine the compulsory learning objectives for the 3rd semester. The project forms the basis for the first internal, oral 3rd semester group exam.

Weight: 20 ECTS The elective modules (10 ECTS) are not included, as they are completed separately with an examination, described in section 17.2.

#### **Prerequisites to take the exam**

In order to take the exam, it is a precondition that all of the student's compulsory hand-ins have been approved at least 14 days before starting the project.

Furthermore, the content of the report must be credible. The following formal requirements must be met and the assignment must be handed in timely and correctly, (Rf. the exam schedule on Fronter).



### **Examination form and organisation**

The project is prepared in groups of 3 to 4 students. The project must aim towards solving problems and must be carried out with an external collaboration partner. The project must result in a digital application and a report that shows that the student is able to:

- Understand and apply methods and tools within the core areas
- Formulate, choose and present solutions that create value for the collaboration partner and recipients,
- Take part in academic and interdisciplinary collaboration using a professional approach

The student must demonstrate knowledge of the latest technologies in digital communication and understanding of the meaning of various media and their integration potential.

### **Compulsory content – *Communication and dissemination***

The project must include the following:

- An account of the cultures at play in the project and a description of their mutual differences and similarities.
- A communication plan which is based on the target group, which takes communication objectives into consideration, which maps out the main messages and describes the choice of media mix of relevant (online) media and other measures.  
The communication plan must give a clear account of the the message, the effect on the sender and the receiver as well as strategic communicative considerations.
- The group must work with the production of a concrete event or other activities whose purpose is to involve and engage the target group in an impressive way. The project must provide a clear account of how these activities support and fit the activities and measures described in the communication plan.
- The production must work with themes and the creation of experience value, and the group must argue how their production creates this experience value.

### **Compulsory content – *Design and visualisation***

The project must include the following:

- A video and/or an animation.
- An account of how the documentation of the video/animation has been planned, for instance via a storyboard
- An account of the message and intended effect on the target group
- An account of what it is the group wants to achieve with the video and how
- A visual identity for the concept/campaign and a user interface allowing for the target group to interact with the project elements.
- An account of the chosen identity and user interface.

### **Compulsory content – *Interaction development***

The solution must demonstrate that the group is able to develop a solution that makes use of object-orientated php and a well-structured database.

- The database must contain several entities and several different types of relations
- The solution must demonstrate basic as well as complex use of SQL
- The code must be well-structured and indented hierarchically
- The code must contain comments and be legible
- The HTML code must be w3c validated
- Use variable names that reappear in HTML formulas, in the php code and in the column names of the tables in the database.

The solution must be thoroughly documented through:

- An E/R diagram that describes the complex solution.
- An account of how the E/R design is converted into tables.
- A structured description of the entire application, database structure, including a description of the interrelationships of primary keys and foreign keys and an explanation of the SQL applied.
- An account of considerations of security and measures.
- An account of the application of all other components, techniques and code libraries.

### **Formal requirements**

The digital part of the hand-in must be completed as a prototype. Therefore, there may be parts which are not functional, but all the central parts of the application must be functional so that design, communication, functionality and user-friendliness can be assessed.

The student/group must hand in the report and product through the administration system Wiseflow following the guidelines accessible on Fronter.

A link (URL) to an operational prototype on the internet must be included on the front page of the report.

The report cannot exceed 10 standard pages of text + 8 pages per group member (this means that a group of three can hand in 34 pages as a maximum). A standard page is 2,400 characters.

Illustrations, figures, etc. and appendices are not included. Important screen dumps must be printed out and put in the appendix of the report.

The sections of the report must be divided equally between the group members. The joint part consists of the introduction, thesis statement, conclusion and the broader perspective.

It must be clearly indicated what each group member has contributed to the project.

All group members are responsible for, and will be examined in the entire project.

The front page must include the following information:

- Multimedia Production - Advanced 3rd semester exam, spring or autumn 20XX
- Multimedia Design and Communication, Business Academy Aarhus.
- Project title
- URL for the digital prototype
- The names of all group members and supervisor.

3rd semester literature may be used. Furthermore, other relevant literature may be used. A bibliography must be added and all quotes, models and diagrams must be referenced.

See also:

[Structure and formal aspects in report writing, Business Academy Aarhus](http://bibliotek.eaaa.dk/Guides/Report%20writing%20MDC.pdf)  
<http://bibliotek.eaaa.dk/Guides/Report%20writing%20MDC.pdf>

### **Examination**

The exam is oral and individual and consists of a presentation of the project and an examination based on the product and report.

Exams are conducted in the language the subject was taught in. Business Academy Aarhus may dispense from this practice in special cases.

The oral exam starts with the group presenting the project. Each student has a 5 minutes for an individual presentation. This means that a group of three has 15 minutes for the presentation, whereas a group of four has 20 minutes.

The group performance is followed by 20 minutes of individual examination based on the project. During the individual examination, there can be questions related to all of the compulsory learning objectives for the core areas of the 3rd semester.

Deliberation and communication of marks: 5 minutes.

### **Assessment criteria:**

The students are awarded one individual mark (7-point scale) based on an overall assessment of:

- Connection between analysis of thesis statement and solution
- Choice of method
- Account of choice and solutions
- Value creating prospects of the solution vis-à-vis sender and target group
- The degree to which the requirements for the compulsory content was satisfied
- The quality of the written assignment that was submitted.

- The quality of the digital application that was submitted.

## **17.4. Internship, 4th semester (internal)**

The internship exam is held halfway through the 4th semester at a time agreed upon by the student and the internship supervisor. The exam must assess the general learning objectives for the internship (see section 6) and the student's individual learning objectives as stated in the internship agreement.

The exam is individual and internal and conducted by the lecturer or supervisor.

Weight: 15 ECTS

### **Examination form and organisation:**

The internship exam is an oral exam (30 minutes) based on the student's individual reporting (including projects) from the internship in accordance with the learning objectives described in the internship agreement.

The student forwards the material before the exam takes place according to an agreement with the supervisor.

At the examination, the student presents this material and relates it to the learning objectives for the internship.

### **Prerequisites to take the exam**

In order to take the exam, it is a precondition that the student has sent the above-mentioned material as agreed with the lecturer/supervisor.

It is also a requirement that all other exams of the programme, until the commencement of the internship, have been passed.

### **Assessment criteria:**

The assessment criteria are the general learning objectives for the internship (see section 6) and the individual learning objectives for the student.

The internship exam is assessed according to the 7-point scale.

A mark of less than 02 means that the student must prepare new material in order to re-qualify for the internship exam.

If the student passes the internship exam, the student administration is informed about the name of the internship company when the main project is handed in. The name of the internship company will appear on the diploma.

## **17.5. Final exam project Exam (external)**

The requirements for the final exam project appear in the joint national part of this curriculum, see section 7.

For examination form and organisation, the following applies:

The main exam project is an external exam which together with the internship exam and the other exams on the programme must document that the learning objectives for the programme have been achieved.

The exam is oral and its point of departure is the project work prepared individually, or in groups of up to three students.

The exam is held at the end of the 4th semester.

Weight: 15 ECTS.

### **Prerequisites to take the exam**

The exam cannot take place before the internship exam and the other exams on the programme have been passed.

### **Exam form and organisation**

The main exam project must document the student's ability to combine and disseminate theoretical, methodological and practical elements.

The thesis statement, which must be central to the media profession, is formulated by the student together with a public or private company. Alternatively, the main exam project could have the start-up of one's own company as its starting point. Business Academy Aarhus must approve the thesis statement.

### **Formal requirements**

The project must result in a report and a product. The product must be a digital multimedia production.

The report must not exceed 45 standard pages for one student + 15 standard pages per extra group member. The front page, table of contents, bibliography and appendices are not included in the maximum number of pages. A standard page consists of 2,400 characters including spaces and foot notes.

### **Group reports:**

The sections of the report must be divided equally between the group members. The joint part consists of the introduction, thesis statement, conclusion and the broader perspective.

It must be clearly indicated what each group member has contributed to the project.

All group members are responsible for, and will be examined in the entire project.

The group must hand in the report and product through the administration system Wiseflow following the guidelines accessible on Fronter.

A link (URL) to an operational prototype on the internet must be included on the front page of the report.

The front page must include the following information:

- Final exam project, Spring/Autumn 20xx
- Multimedia Design and Communication, Business Academy Aarhus.

- Project title
- URL for the digital prototype
- The names of all group members and supervisor.

Literature from the entire programme as well as all other relevant literature may be used.

A bibliography must be added and all quotes, models and diagrams must be referenced.

See also:

[Structure and formal aspects in report writing, Business Academy Aarhus](http://bibliotek.eaaa.dk/Guides/Report%20writing%20MDC.pdf)  
<http://bibliotek.eaaa.dk/Guides/Report%20writing%20MDC.pdf>

### **Examination**

- Presentation of product and report:  
    Individual project: 15 minutes.  
    Group of 2: 25 minutes.  
    Group of 3: 35 minutes.
- Individual examination based on the product and the report: 25 minutes.
- Deliberation and communication of marks per group member: 10 minutes.

### **Assessment**

One individual mark is awarded based on an overall assessment of the product, the report, the individual student's contribution to the project and their individual examination.

## **17.6. The use of aids and assistance**

Restrictions for the use of aids and assistance for the multimedia design programme are as follows:

- Online aids and assistance cannot be used in connection with the oral examination

## **17.7. Special exam conditions**

Students may, where this is justified by physical or mental disabilities, apply for special exam conditions. Applications must be submitted to the programme four weeks before the exam. Application requirements will be waived in cases of sudden health problems. The application must be accompanied by a medical certificate, documentation from a speech, hearing, dyslexic or blind institution or by any other documentation which indicates a medical condition or relevant disability.

Applications for permission to bring any additional assistance must be submitted to the programme, four weeks before the exam is held.

## **17.8. Sick and re-examinations**

### **Sick exams**

A student who has been unable to do the examination due to a documented illness or any other unforeseen circumstance will be given the opportunity to take a (sick) exam as soon as possible. If it is an exam that takes place in the final exam period, the student will be given the opportunity to take the exam in the same semester or immediately thereafter.

The sick exam may be the same as the next regular exam. The student is responsible for finding out when the (sick) exam is to take place.

Information about the time and place of sick exams can be found on Fronter.

The illness must be documented by a medical certificate. The institution must receive the medical certificate no later than three working days after the examination. Students who become acutely ill during an exam, must prove that they have been sick on that day.

If the illness is not documented according to the above rules, the student will have used one examination attempt. The student bears the cost of the medical certificate.

### **Re-examination**

With a failed exam, or failure to appear for an exam, the student is automatically registered for the re-examination, provided the student has exam attempts left. The re-examination may be the same as the next regular exam.

The student is responsible for finding out when the (sick) exam is to take place.

Information about the time and place of sick exams can be found on Fronter.

The programme may grant an exemption from the automatic registration provided this is justified by exceptional circumstances, including documented disabilities.

## **18. Cheating including the use of own and others' work (plagiarism)**

---

Projects and other material for the examinations must be prepared by the students themselves.

Upon the submission of written answers as well as physical and electronic submissions, the examinee confirms that the assignment/answers have been prepared without wrongful assistance.

### 18.1. Cheating and disruptive behaviour during exams

Cheating on tests and exams is covered by an Ministerial Order on Tests and Examinations in Professionally Orientated Programmes (the Examination Ministerial Order of 1519 from 16.12.2013).

If a student cheats on an exam, the student will be expelled from the exam.

If the cheating occurs under aggravated circumstances, the student can be expelled from the programme for a shorter or longer period. With expulsion for cheating under aggravated circumstances, a written warning will be given stating that repetition could lead to a permanent expulsion from the programme.

Cheating is for instance:

- Improperly receiving help during an exam
- Improperly giving help to others during an exam
- To pass someone else's work off as your own (plagiarism - see <http://en.stop-plagiat.nu/>)
- To use previously assessed work without a reference
- To use assistance which is not allowed for the exam in question.

Expulsion from an exam for cheating means that the mark will be annulled and that one examination attempt has been used by the student.

If a student exhibits **disruptive behaviour** during an exam, the institution can expel the student from the exam. In less severe cases, the institution will only give a warning.

Expulsion can also occur once the exam has been held.

### 18.2. Presumption of cheating, including plagiarism during and after the exam

If during or after an exam, there is a suspicion that an examinee:

- Improperly obtained or provided help
- Has passed somebody else's work off as their own (plagiarism)
- Has used previously assessed work or parts thereof without reference (plagiarism)



this must be reported to the programme's head of department.

### **18.3. The process of clarification of cheating, including plagiarism**

#### *Postponement of the exam*

If the report of cheating is plagiarism in a written assignment, where this forms the basis of assessment with a subsequent oral examination, the head of the programme must postpone the exam if it is not possible to determine whether plagiarism has taken place before the date of the exam.

#### *Format and content of the report*

The report must be done without undue delay. The report must include a written presentation of the case, which includes information that can identify those incriminated, as well as a brief explanation and documentary evidence of the allegation. If one or more of the reported people are repeat offenders, this should be disclosed.

When reporting plagiarism, the plagiarised parts must be marked with a clear reference to the sources that have been plagiarised. The plagiarised text must also be marked in the source text.

#### *Involvement of the examinee – consultation of interested parties*

The head of the programme determines whether the consultation with the student happens orally, in writing or a combination thereof.

For an oral consultation, the examinee is summoned to an interview which aims to shed light on the case. The aim here is to present documentation of the suspected cheating and to hear the student's side of it. The student has the right to have a representative accompany them to this meeting.

For written consultation, the documentation for the suspected cheating is sent to the student and a written statement is requested.

#### *Sanctions for cheating and disruptive behaviour during an exam*

If, after having the case explained, the head of the programme can confirm the suspicion of cheating, and if the action has or could have an impact on the assessment, the examinee must be expelled from the exam by the programme head.

In less severe cases, a warning is given first.

If the cheating occurs under aggravated circumstances, the student can be expelled from the programme for a shorter or longer period. With expulsion for cheating under aggravated circumstances, a written warning will be given stating that repetition could lead to a permanent expulsion from the programme.

Expulsion from an exam for cheating means that the mark will be annulled and that one examination attempt has been used by the student.

The examinee may not participate in a sick/re-exam but must wait until the programme's next ordinary exam.

The head of the programme can, in the case of aggravated circumstances, decide that the examinee must be expelled from the programme for a shorter or longer period. In this case, a written warning will be given stating that repetition could lead to a permanent expulsion from the programme.

The student may not attend classes or take any examinations during their period of expulsion.

### *Complaints*

The decision to expel and that an examination attempt has been used due to cheating is final, and cannot be appealed to a higher administrative authority.

Complaints about legal issues (for example incapacity, consultation of interested parties, appeal guidelines, whether the Ministerial Order of Examinations has been interpreted correctly, etc.) may be submitted to the Ministry of Higher Education and Science. The complaint must be submitted to the institution and must be addressed to the head of the programme, who must then submit a report that the complainant has the opportunity to comment on, usually within a period of one week. The institution then sends the complaint, the report and the complainant's comments (if any) to the Ministry of Higher Education and Science. The deadline for complaints to the institution is two weeks from the day the decision was communicated to the complainant, Rf. Ministerial Order § 51.

## **19. Active attendance**

---

### *Attendance for classes*

Active attendance for the Multimedia Design programme means attending classes and taking part in group work in class.

Student attendance will be registered by the lecturer. In the case of poor attendance and/or no active participation in the classes, the lecturer/head of class will call the student in for a talk about their future course of study.

### *Compulsory hand-ins*

At the beginning of the semester, the lecturers will inform the students orally and in writing (Rf. Fronter) about the number of compulsory hand-ins and when they have to be handed in.

Active participation in presentations, for instance, may be part of a compulsory hand-in report.

The handing-in of the report must be approved by the lecturer (possibly following several adjustments) in order to be registered as properly handed in.

Two weeks before starting the project work ahead of the exam for each individual semester, all compulsory hand-in reports must be approved. Otherwise, the student will be called in for a talk with the head of the programme in order to clarify the future course of their study.

Possible discontinuation of the government grant (SU)

Poor attendance in class and/or no active participation in the lectures, including not handing in compulsory reports on time, will be noted as non-fulfilment of the demand for study activity that is required in order to receive SU. The programme will intervene with help and assistance as early as possible if a student does not meet the demand for study activity.

## 20. Criteria for the evaluation of study activity

---

Enrolment can be terminated for students who have not been active on the programme for a continuous period of that least one year.

Study activity is defined as follows for students who within the last 12 months have:

- participated in that least two different exams
- passed to least one exam
- fulfilled their obligation to participate in any activity which is part of the programme, including group work, class projects, remote learning, etc. as indicated in the curriculum
- delivered, as indicated in the curriculum, the assignments, reports (learning) portfolios, etc., which are prerequisites for participation in exams with credible content, and have not submitted any plagiarised material
- been present for all activities with compulsory attendance, as indicated by the curriculum

Failure to meet one or more criteria in the definition of study activity justifies termination of enrolment.

Periods during which the student has not been active due to leave, maternity/paternity leave, adoption, a documented illness or military service do not count. The student may be required to provide documentation for these circumstances.

The programme may grant exemptions from these provisions if there are exceptional circumstances. The exemption application must be sent to the head of department.

Prior to the student's enrolment being terminated, the student will be advised of this in writing. In connection with this, the student must be made aware of the rules above. The letter to the student must make it apparent that the student has 14 days to submit evidence that the lack of activity on the programme should not count and must indicate the deadline for the application of an exemption.

If the student has not responded within the time limit, their enrolment will be terminated.

If the student requests that their enrolment not be terminated, termination will be delayed until the case has been decided on by the head of the programme.

The student can complain about the decision to the director of education within two weeks of receipt of the decision. The complaint will delay any further action. If the director upholds the decision, the student may appeal to the Ministry of Higher Education and Science within two weeks of receipt of the decision with respect to any legal issues.

## **21. Complaints regarding exams and the appeal of decisions**

---

### **21.1. Complaints regarding exams**

It is recommended that the student seek guidance from a study and career counsellor for the appeal procedure and for the preparation of a complaint.

The rules for exam complaints can be found in section 10 of the Ministerial Order on Examination Regulations.

In the Ministerial Order of Examinations, complaints are distinguished as either based on the:

- the basis of the examination etc., the exam procedure and/or the assessment or
- complaints concerning legal matters.

The two types of complaints are handled differently.

Complaints about the basis of the examination etc., exam procedure and assessment

A candidate may submit a written and substantiated complaint within a period of two weeks after the exam has been announced in the usual way concerning:

- the basis of the exam, including exam questions, assignments, etc., as well as its relationship to the educational goals and requirements of the programme
- the exam procedure
- the assessment

The complaint can relate to all exams, including written, oral and a combinations thereof, as well as practical or clinical exams.

The complaint must be sent to the head of the programme.

The complaint must be submitted immediately to the original examiners, i.e. the internal and external examiners for the examination. The opinion of the examiners will form the basis of the institution's decision regarding academic issues. The institution will usually decide on a deadline of two weeks for the submission of their opinion.

Immediately after the examiners' opinion is made available, the complainant has the opportunity to comment on the decision, usually with a week's deadline.

The institution's decision is based on the examiners' academic opinion and any possible comments the complainant may have regarding the report.

The decision must be submitted in writing, and can be as follows:

- provision for a new assessment (reassessment) - only for written exams
- provision for a new exam (re-examination)
- that the student's complaint has been dismissed.

Should it be determined that a reassessment or re-examination will be offered, the head of department must appoint new examiners. Reassessment can only be offered for written exams where there is material for assessment; this is because the new examiners cannot (re) assess an already held oral examination and the original examiners' notes are personal and may not be disclosed.

If the decision is an offer for reassessment or re-examination, the complainant must be advised that a reassessment or re-examination could result in a lower mark. The student must, within a period of two weeks after the decision has been made, accept the offer. This decision is binding and may not be changed. If the student does not accept the offer within the time limit, the reassessment or re-examination will not take place.

The reassessment or re-examination must take place as soon as possible.

With a reassessment, the examiners must submit all relevant documents i.e., the exam, the answer/s, the complaint, the original examiners' opinion along with the complainant's remarks as well as the institution's decision.

The examiners will then notify the institution of the outcome of the re-assessment, including a written justification and evaluation, which may be a lower mark.

If it is decided that a new assessment will be done or if there is an offer of a re-examination, the decision will be binding for all the examinees whose exams have the same shortcomings as the subject of the complaint.

The complaint must be sent to the head of the programme within two weeks (14 calendar days) after the evaluation of the exam in question has been announced. If the deadline falls on a public holiday, the first working day thereafter is the deadline.

A dispensation from the deadline can be granted if there are exceptional circumstances.

## 21.2. Appeal

The complainant can appeal the institution's decision regarding any academic issues to an appeals board. The appeal board's activities are covered by the Public Administration Act, which includes incapacity and confidentiality.

The exemption application must be sent to the head of department.

The deadline for an appeal is two weeks after the student has been informed of the decision. The same requirements as mentioned above under complaint (in writing, with reasons, etc.) also apply to the appeal.

The Appeals Board consists of two external examiners appointed by the chairman of external examiners, as well as a lecturer eligible to examine, and a student within the same field of study (programme), they are both appointed by the head of department.

The Appeals Board makes a decision based on the original material that formed the basis for the institution's decision and the student's substantiated appeal.

The Board deals with the appeal and the resultant decision can be as follows:

- provision for a new assessment by new examiners, though this is only a possibility with written exams
- provision for a new examination (re-examination) by new examiners
- that the student's appeal has been unsuccessful.

If the decision is an offer for reassessment or re-examination, the complainant must be advised that a reassessment or re-examination could result in a lower mark. The student must, within a period of two weeks after the decision has been made, accept the offer. This decision is binding and may not be changed.

If the student does not accept the offer within the time limit, the reassessment or re-examination will not take place.

The reassessment or re-examination must take place as soon as possible.

With a reassessment, the examiners must submit all relevant documents i.e., the exam, the answer/s, the complaint, the original examiners' opinion along with the complainant's remarks as well as the institution's decision.

Appeals must be decided within two months – for summer exams, within three months – after the appeal has been filed.

The Appeals Board's decision is final, which means that the case cannot be appealed to a higher administrative authority with regard to the academic part of the complaint.

### **21.3. Complaints concerning legal matters**

Complaints concerning legal issues in the decisions made by the examiners for the re-assessment or re-examination or the Appeal Board's decision must be submitted to Business Academy Aarhus within a period of two weeks from the day the decision is communicated to the complainant.

Complaints concerning legal issues in the decisions taken by the institution in accordance with a Ministerial Order (for example, consultation of incapacity interested parties, whether the Ministerial Order of Examinations has been interpreted correctly, etc.) may be submitted to the institution who must submit a report that the complainant has the opportunity to comment on within a period of normally one week. The institution then sends the complaint, the report and the complainant's comments (if any) to the Ministry of Higher Education and Science. The deadline for submission of the complaint to the institution is two weeks (14 calendar days) from the day the decision was communicated to the complainant.

## **22. Rules of exemption**

---

The Academy can deviate from what the institution or the Academy themselves have stated in the curriculum if this is justified by exceptional circumstances. The various academies must cooperate in order to have a homogeneous dispensation policy.

## **23. Approval**

---

The joint national part of the curriculum has been approved by the providers of the Multimedia Design and Communication programme in Denmark. The institutional part of the curriculum has been enacted and approved by Business Academy Aarhus on the 1 January 2016.

## 24. Appendix 1 – Electives Spring 2016

Elective and place	Udbyder	Content/objective	Scope	Learning objectives	Exam/Evaluation	Language	Prerequisites
<b>Journalistiske værktøjer og tekstproduktion</b>  <b>Forår 2016</b>  Skolefag: 62133 Sekretær: WNIE Fagkontakt: CHSJ Model 1	MDU (NIL)	<b>Indhold</b> I dette fag udvikler du din sproglige bevidsthed og personlige skrivestil. Faget introducerer journalistiske værktøjer og generelle metoder til optimal skriftlig kommunikation. Du lærer at skrive klart, korrekt og effektivt - en central del af både undervisning og forberedelse er skriveøvelser og konkret tekstproduktion.  <b>Indhold:</b> <ul style="list-style-type: none"> <li>• Grammatik og sætningskonstruktioner</li> <li>• Sproglige virkemidler</li> <li>• Opbygning af argumentation</li> <li>• Disponeringsmodeller og fortællestrukturer</li> <li>• Journalistik vinkling</li> <li>• Genrebevidsthed</li> <li>• Skriveøvelser og hjemmeopgaver med løbende feedback fra læreren</li> </ul>	5 ECTS	<b>Viden og forståelse</b> Den studerende skal have viden om og forståelse for: <ul style="list-style-type: none"> <li>• Forskellige tekstgenrers formkonventioner, offline og online</li> <li>• Målgruppetilpasning af argumentation og sproglig stil</li> <li>• Brugen af sproglige virkemidler</li> <li>• Skriveprocessens trin</li> </ul> <b>Færdigheder</b> Den studerende skal have færdigheder i: <ul style="list-style-type: none"> <li>• At fastlægge tekstens form og indhold ud fra dens strategiske mål</li> <li>• At vinkle og målrette budskaber</li> <li>• At skrive metodisk velfunderet og grammatisk korrekt</li> </ul> <b>Kompetencer</b> Den studerende opnår kompetence i: <ul style="list-style-type: none"> <li>• At skrive klare, letforståelige og veldisponerede tekster</li> <li>• At kvalitetssikre andres tekster</li> <li>• At varetage tekstproduktion og journalistiske opgaver i en virksomhed</li> </ul>	Læringsmålene afprøves i en individuel prøve, der består af en skriftlig og en mundtlig del.  Den samlede præstation udmøntes i en samlet karakter.  Der gives individuel karakter efter 7-trinsskalaen.  Den studerende får 24 timer til frit at producere en tekst under hensyntagen til opgavebeskrivelsens angivelse af genre og kontekst (vejledende omfang 5 normalsider). Den mundtlige del ligger mindst to hverdage senere og består af en præsentation, hvor den studerende begrunder, uddyber og diskuterer sine sproglige valg.	DK	Det forudsættes, at den studerende har erfaring med at skrive længere tekster, eksempelvis studieopgaver og rapporter, og derfor har en fornemmelse af egne styrker og svagheder som skribent.



<p><b>Summer School</b></p> <p>For current offering see <a href="http://www.baaa.dk/go-abroad/summer-school/">http://www.baaa.dk/go-abroad/summer-school/</a></p> <p><b>The 2016 programme will be available from 3 January 2016.</b></p> <p>Summer schools are 2-week programmes placed in July or August at a partner institution abroad.</p> <p>In 2015 BAAA offered programmes in Kuala Lumpur-Malaysia, Austin-Texas, Dar es Salaam-Tanzania and Da Nang Vietnam.</p> <p>Sekretær: LOPG Fagkontakt: ULPO Skolefag Malaysia: 54848 Skolefag Vietnam: 54854 Skolefag Tanzania: 54850 Skolefag Texas: 54856</p>	<p>International Office</p>	<p>The objective of the international summer school is to provide the students with competences that allow them to work in multicultural teams in a professional context.</p> <p>The subjects addressed by the summer schools vary over time. Although as a common feature innovation is a component and the summer school students are to work on a major assignment together with local students.</p> <p>Choice of destination will happen no later than 1<sup>st</sup> of March 2016.</p>	<p>5 ECTS</p>	<p><b>Learning Objectives</b></p> <p><b>Knowledge and understanding</b></p> <p>The student will gain knowledge about:</p> <ul style="list-style-type: none"> <li>• Another culture</li> <li>• The mechanisms of an international market or field of study</li> <li>• Relevant issues in the country concerned, e.g. financial, economic, environmental</li> <li>• A selected branch of industry, field or professional subject</li> </ul> <p><b>Skills</b></p> <p>The student will get the skills to:</p> <ul style="list-style-type: none"> <li>• Work in a multidisciplinary setting</li> <li>• Work with projects in a multicultural context</li> <li>• Use English as the working language</li> </ul> <p><b>Competencies</b></p> <p>The student will learn to:</p> <ul style="list-style-type: none"> <li>• work in a multidisciplinary setting in a different and challenging environment</li> <li>• present and sell ideas</li> <li>• work in an international atmosphere</li> <li>• work with people who are different from himself/herself - academically and culturally</li> <li>• Form relationships under unusual circumstances.</li> </ul>	<p><b>Assignments and exam</b></p> <p>The learning objectives are tested with an examination.</p> <p>The exam depends on the destination and subject. A final exam mark will be given individually according to the 7-point grading scale.</p>	<p>ENG</p>	<p>Credit transfer list:</p> <p><a href="http://www.baaa.dk/media/215764/Merit_sommerkole.pdf">http://www.baaa.dk/media/215764/Merit_sommerkole.pdf</a></p>
---	-----------------------------	--	---------------	--	--	------------	---

<b>Rådgivning</b>  <b>Forår 2016</b>  Skolefag: 68713 Sekretær: ANLY Fagkontakt: MJ	JOTE  (MJ)	<p>I dette valgfag lærer du at være vært for den professionelle samtale og at hjælpe kunder med at afklare deres problemstillinger.</p> <p><b>Indholdet</b> i undervisningen vil være oplæg og øvelser, der afklarer:</p> <ul style="list-style-type: none"> <li>• Hvad er rådgivning?</li> <li>• Hvad er en rådgivers opgaver?</li> <li>• Hvad skal en rådgiver kunne?</li> <li>• Rådgiverens personlige værdier, holdninger og menneskesyn</li> <li>• Rådgiverens professionelle "værktøjer"</li> <li>• Rådgivningssamtalen</li> </ul>	5 ECTS	<p><b>Målet</b> er, at du som studerende</p> <ul style="list-style-type: none"> <li>• Opnår <b>viden</b> om de forskellige handle måder en rådgiver har at vælge mellem i forskellige rådgivningssituationer.</li> <li>• Opnår <b>forståelse</b> for vigtigheden af at fokusere på kundens behov, således at rådgiveren gennem sin rådgivning bidrager til at sikre kunden det bedst mulige beslutningsgrundlag og den bedst mulige tilfredshed med rådgivningen.</li> <li>• <b>Bliver bevidst</b> om elementerne i den professionelle samtale.</li> <li>• Kan <b>anvende</b> det lærte til at planlægge, gennemføre og evaluere et rådgivningsbesøg.</li> <li>• Kan <b>analysere</b> dine personlige oplevelser og <b>reflektere</b> over dig selv i rollen som rådgiver</li> </ul>	<p>Der gives individuel karakter efter</p> <p>7-trinsskalaen.</p> <p><b>Du bliver vurderet på:</b></p> <ul style="list-style-type: none"> <li>• Din aktive deltagelse</li> <li>• Mindst 80 % tilstedeværelse, hvor du indgår aktivt i alle øvelser</li> <li>• Din evne til at være rådgiver i en professionel samtale</li> </ul>	DK	<ul style="list-style-type: none"> <li>• Positiv indstilling og åbent sind</li> <li>• Du tør sætte dig selv i spil</li> </ul>
<b>Aktiv markedsføring og sanselig kommunikation</b>  <b>Forår 2016</b>  Skolefag: 62137 Sekretær: WNIE Fagkontakt: MLBE Model 1	MDU  (NIL)	<p><b>Indhold</b></p> <p>Præsentation af forskellige kreative metoder og værktøjer til at markedsføre og kommunikere omkring produkter og brands. Herunder branding til sanserne, brand hijack, oplevelsesøkonomi og guerilla marketing.</p> <p>Fokus vil være på hvordan man kan skabe opmærksomhed hos og/eller oplevelser for brugerne gennem kreative metoder.</p>	5 ECTS	<p><b>Viden og forståelse</b></p> <p>Den studerende skal have viden og forståelse for:</p> <ul style="list-style-type: none"> <li>• Kreative metoder og værktøjer til brug i markedsføring og kommunikation, herunder branding til sanserne, brand hijack, oplevelsesøkonomi og guerilla marketing.</li> <li>• Relationer mellem brands og forbruger(e)</li> <li>• Udviklingen inden for markedsføring frem til i dag.</li> </ul>	<p>Læringsmålene evalueres i en skriftlig opgave (8 standardsider) som tager afsæt i en virkelighedsnær case / problemstilling som den studerende ønsker at arbejde med.</p> <p>Den studerende vil blive evalueret ud fra følgende kriterier:</p> <p>Evnen til at redegøre for og anvende relevante værktøjer og metoder inden for kreativ markedsføring og kommuni-</p>	DK	<p>En basal forståelse for branding og/eller markedsføring.</p>

		<p>De studerende vil blive i stand til at udvælge relevante metoder, sammensætte dem og anvende dem i praksis.</p> <p>Undervisningen vil være case-baseret og tage afsæt i forskellige værktøjer og konkrete eksempler.</p>		<p><b>Færdigheder</b> Den studerende skal have færdigheder i:</p> <ul style="list-style-type: none"> <li>Anvendelse af forskellige kreative metoder og værktøjer til markedsføring og kommunikation omkring produkter og brands.</li> <li>Identificering af brandrelationer</li> <li>Sammensætning af forskellige kreative metoder</li> </ul> <p><b>Kompetencer</b> Den studerende opnår kompetencer i:</p> <ul style="list-style-type: none"> <li>Selvstændigt at kunne redegøre for valg af kreative metoder og anvendelse af samme på baggrund af brandrelationer og interne/eksterne forhold</li> <li>At argumentere for valgte kreative metoder og begrundede det i den aktuelle sammenhæng.</li> </ul>	<p>kation og sætte dem i relation til praksis (den studerendes case)</p> <p>Evnen til at identificere og arbejde med brandrelationen mellem et brand/produkt og en målgruppe.</p> <p>Evnen til at udfolde de kreative metoder visuelt eller på anden vis.</p> <p>Evnen til at argumentere for den valgte løsning på en velstruktureret måde som lever op til de akademiske standarder for opgaveskrivning.</p> <p>Der gives karakter på baggrund af den skriftlige opgave.</p> <p>Der gives individuel karakter efter 7-trinsskalaen.</p>		
<p><b>Mobile koncepter &amp; brugergrænseflader</b></p> <p><b>Forår 2016</b></p> <p>Skolefag: 62115 Sekretær: WNIE Fagkontakt: MOAB Model 1</p>	MDU (NIL)	<p><b>Formål</b> Hovedformålet med dette kursus, er at introducere dig for de redskaber, principper og metoder der skal til, for at skabe gode grænseflader mellem brugere og mobile enheder. Eksemplerne vi vil anvende kommer fra internettet og web-teknologier i særdeleshed.</p> <p><b>Indhold</b></p>	5 ECTS	<p><b>Viden og forståelse</b></p> <p>Den studerende skal have viden om og forståelse for:</p> <ul style="list-style-type: none"> <li>Værdien af prototyping</li> <li>Centrale Mobile terminologier</li> <li>Forskellige strategier for mobil webudvikling</li> </ul> <p><b>Færdigheder</b></p>	<p>Læringsmålene afprøves i en prøve, der består af en skriftlig og en mundtlig del.</p> <p>Under kurset udarbejdes der et koncept som er baggrunden for en præsentation og en rapport. Præsentations varighed er 10-15 minutter. Udviklingsprocessen dokumenteres skriftligt i form af en rapport.</p>	DK	<p>Interesse for at skabe gode skærmgrænseflader mellem brugere og mobile enheder.</p> <p>Programmeringserfaring ikke en forudsætning.</p>

		<p>Du vil lære teknikker som</p> <ul style="list-style-type: none"> <li>• Rapid prototyping</li> <li>• Evaluering af design alternativer</li> <li>• Hvorfor rapid prototyping og komparativ evaluering er afgørende for god interaktionsdesign.</li> <li>• Du vil lære at udføre feltarbejde med potentielle brugere som hjælp til at få design ideer.</li> <li>• Hvordan man laver papir prototyper og mock-ups, der er interaktive - og hvordan man bruger disse for at få feedback fra fx dine holdkammerater, kunder og brugere.</li> <li>• Du vil lære principper for visuel design, så du effektivt kan organisere og præsentere information med dine grænseflader.</li> <li>• Du vil lære principper om perception og kognition, der resulterer i effektiv interaktionsdesign</li> </ul>		<p>Den studerende skal have færdigheder i:</p> <ul style="list-style-type: none"> <li>• Vurdere og anvende Human Computer Interaction (HCI) metoder til mobile enheder</li> <li>• Anvende prototyping værktøjer til udvikling af mobile applikationer</li> </ul> <p><b>Kompetencer</b> Den studerende opnår kompetence i:</p> <ul style="list-style-type: none"> <li>• At indgå i et samarbejde med fx programmører og andre professionelle om at udvikle mobile løsninger</li> <li>• At udvikle koncepter med en problemorienteret indstilling</li> <li>• Løse problemer og opfylde mobile brugeres behov på nye og overraskende måder</li> </ul>	<p>Den samlede præstation (præsentation/rapport) udmøntes i en samlet karakter.</p> <p>Der gives individuel karakter efter</p> <p>7-trinsskalaen.</p>		
<p><b>Branding Communication</b></p> <p><b>Forår 2016</b></p> <p>Skolefag: 62117 Sekretær: WNIE Fagkontakt: HASA, JEBN Model 1</p>	MDU (NIL)	<p><b>Indhold</b> Præsentation af de grundlæggende kommunikationsteorier inden for virksomhedskommunikation, produkt branding og marketing.</p> <p>Fokus vil være på hvordan branding bruges som et redskab til at engagere kunderne og få en dialog med en relevant målgruppe.</p>	5 ECTS	<p><b>Viden og forståelse</b> Den studerende skal have viden og forståelse for:</p> <ul style="list-style-type: none"> <li>• Kommunikations og marketing teorier</li> <li>• Brandingteorier i et kommunikationsperspektiv</li> <li>• forholdet mellem brand og forbruger</li> <li>• Trends og strategier indenfor branding, så som "grøn" branding, CSR, relations</li> </ul>	<p>Læringsmålene afprøves i en mundtlig præsentation som tager afsæt i en virkelighedsnær case / problemstilling som den studerende ønsker at arbejde med.</p> <p>Den studerene vil blive evalueret ud fra følgende kriterier: evnen til at redegøre for og anvende relevante teorier, modeller og begreber indenfor</p>	DK	For hold på Engelsk skal der være engelsk kundskaber på minimum C niveau

		<p>De studerende vil blive i stand til at kombinere relevante teorier og anvende dem i forbindelse med udarbejdelsen af trendanalyser, målgruppeanalyser og kommunikationsplanlægning – herunder valg af kommunikationskanaler.</p> <p>Undervisningen vil være case-baseret og vil tage udgangspunkt i konkrete virksomhedscases. De studerende vil få træning i at argumentere for den valgte branding strategi samt præsentere den casebaserede løsning i plenum.</p>		<p>branding og oplevelses branding etc.</p> <ul style="list-style-type: none"> <li>Mediernes rolle i udviklingen af en strategisk brand kommunikation</li> </ul> <p><b>Færdigheder</b> Den studerende skal have færdigheder i:</p> <ul style="list-style-type: none"> <li>Analyse af trends og strategier som er anvendt i branding af produkter eller organisationer i forskellige industrier</li> <li>Praktisk anvendelse af branding og marketing kommunikation.</li> <li>Identificering af relevant målgruppe samt strategi for hvordan målgruppen adresseres.</li> <li>Udvikling af branding strategi og kommunikation</li> </ul> <p><b>Kompetencer</b> Den studerende opnår kompetencer i:</p> <ul style="list-style-type: none"> <li>Selvstændigt at kunne redegøre for og analysere problemstillinger indenfor branding og kommunikation</li> <li>At argumentere for en valgt brandingstrategi med afsæt i de anvendte teorier og metoder på en velbegrunnet måde.</li> </ul>	<p>for branding og kommunikation og sætte disse i relation til praksis (casen)</p> <p>Evnen til at identificere og analysere en relevant målgruppe.</p> <p>Evnen til at udarbejde en målrettet plan for kommunikation og branding som løser den problemstilling der præsenteres i casen.</p> <p>Evnen til at argumentere for den valgte løsning på en velstruktureret måde som lever op til de akademiske standarder for opgaveskrivning.</p> <p>Der gives karakter på baggrund af den mundtlige præsentation. Der gives individuel karakter efter 7-trinsskalaen.</p>		
<p><b>Branding Communication</b></p> <p><b>Forår 2016</b></p>	MDU (NIL)	<p><b>Content</b></p> <p><i>Presentation of the main theories relevant for corporate and product branding and marketing communications, covering</i></p>	5 ECTS	<p><b>Knowledge and understanding</b> <i>The student must have knowledge about</i></p> <ul style="list-style-type: none"> <li><i>Marketing communications theories</i></li> </ul>	<p><i>The learning objectives will be tested in an oral presentation which addresses a real life case / issue addressing a</i></p>	ENG	<p><i>English skills at minimum level C.</i></p>

<p><i>Skolefag: 62117</i> <i>Sekretær: WNIE</i> <i>Fagkontakt: HASA, JEBN</i> <i>Model 1</i></p>		<p><i>the development of branding as a tool to engage consumers in a dialogue.</i></p> <p><i>The students will be able to combine the theories of branding and marketing communications and apply the knowledge acquired in analysing trends in branding and in developing communication plans in a real-life context to create a platform for an ideal branding communication strategy engaging relevant target audiences across different media.</i></p> <p><i>The lessons will be based on cases and in the lessons the students will be presented with different company cases. The students will have first-hand experience in arguing and reasoning for the chosen brand strategy and exercise in presenting the case based strategy in class.</i></p>		<ul style="list-style-type: none"> <li><i>Branding theories in a communicative perspective</i></li> <li><i>Brand-customer relationship</i></li> <li><i>Branding trends and strategies,</i></li> <li><i>The role of media in the brand communication strategy</i></li> </ul> <p><b>Skills</b> <i>the student must have skills in</i></p> <ul style="list-style-type: none"> <li><i>Analysing trends and tools applied within branding in different industries/fields</i></li> <li><i>Applying branding and marketing communication theories in practice</i></li> <li><i>Identifying and engaging relevant audiences</i></li> <li><i>Developing communications plans for branding</i></li> </ul> <p><b>Competences</b> <i>the student must have competences to:</i></p> <ul style="list-style-type: none"> <li><i>Independently account for and analyse branding and marketing communications issues.</i></li> <li><i>Argue through the application of theoretical knowledge and methods the chosen brand strategy in a real-life context in an informative, well-structured and reasoned way.</i></li> </ul>	<p><i>problem of the students choice.</i></p> <p><i>The student will be evaluated by the following criteria: the ability to account and argue for the chosen theory and the chosen models and concepts within the field of branding and communication and the ability to relate these to a real life case.</i></p> <p><i>The ability to identify and analyse a relevant target audience.</i></p> <p><i>The ability to produce a focused plan for communication and branding which addresses and solves the problem presented in the case.</i></p> <p><i>The ability to argue for the chosen solution in a well-structured manner in accordance with the academic standards of writing papers.</i></p> <p><i>The grade is based on the oral presentation.</i></p> <p><i>The grade is based on the 7-step scale</i></p>		
<p><b>Procesoptimering, projekt- og forandringsledelse</b></p>	<p>MFØ (DOBO)</p>	<p><b>Formål:</b> Forandringer sker hurtigere end nogensinde før, og mange virksomheder står jævnlige over for reorganiseringer, be-</p>	<p>5 ECTS</p>	<p><b>Viden og forståelse</b> Den studerende får viden om:</p> <ul style="list-style-type: none"> <li>Styringsprincipper som Lean og agility</li> </ul>	<p>Med udgangspunkt i centrale modeller og værktøjer fra faget udarbejdes et oplæg i form af en analyse af en konkret virksomheds processer.</p>	<p>DK</p>	<p>Min. 14 studerende</p>

<p><b>Forår 2016</b></p> <p>Skolefag: 54134 Sekretær: ANRI Fagkontakt: AH</p> <p>Undervisning onsdage kl. 16-19.30</p>		<p>sparelser og krav om optimering. Vil du indgå i interne optimeringsprojekter, er faget "Procesoptimering, projekt- og forandringsledelse" det fag, du skal vælge. Du lærer at effektivisere og optimere arbejds-gange gennem proces mapping og styrings-principper som Lean og agility. Samtidig lærer du at implementere forandringer gennem kendskab til facilitering, projekt- og forandringsledelse, så du i et kommende job vil kunne stå i spidsen for både større og mindre optimeringsprojekter.</p>	<ul style="list-style-type: none"> <li>• Procesoptimeringsværktøjer så som proces mapping og værdistrømsanalyse</li> <li>• Projektlederens rolle med fokus på de ledelsesmæssige aspekter og udfordringer</li> <li>• Projektorganisering, herunder sammensætning af den optimale projektgruppe/det effektive team</li> <li>• Ledelse af teams og sikring af teamudvikling</li> <li>• Belbin Teamrolleprofil og Belbin-modellen</li> <li>• Grundlæggende teorier om og principper i forandringsledelse</li> <li>• Forskellige typer af forandringsprocesser</li> <li>• Forandringens faser og faldgruber</li> <li>• Værktøjer til planlægning og gennemførelse af forandringer</li> <li>• Rollen som projektleder, facilitator og forandringsagent og kravene hertil</li> </ul> <p><b>Færdigheder</b> Den studerende får færdigheder i:</p> <ul style="list-style-type: none"> <li>• At effektivisere og optimere arbejds-gange gennem proces mapping og styrings-principper som Lean og agility</li> <li>• At sammensætte en effektiv projektorganisation</li> <li>• At sikre motivation og teamudvikling i projektgruppen</li> </ul>	<p>Analysen udarbejdes i grupper af 3-4 studerende.</p> <p>Oplægget er en forudsætning for at kunne gå op til den afsluttende mundtlige eksamen.</p> <p>Faget afsluttes med en individuel 30 minutters mundtlig eksamen med udgangspunkt i oplægget. Der gives en samlet individuel karakter efter 7-trinsskalaen.</p>	
--	--	---	---	--	--

				<ul style="list-style-type: none"> <li>• At implementere forandringer gennem kendskab til forandringsledelse og facilitering</li> <li>• At planlægge forandringssprocesser</li> <li>• At forstå, identificere og håndtere modstand mod forandring</li> <li>• At kunne vurdere omfanget af forandrings-udfordringen og vælge den rette løsning i den konkrete situation</li> <li>• At implementere og forankre forandringer i organisationen</li> </ul> <p><b>Kompetencer</b> Den studerende opnår kompetence til:</p> <ul style="list-style-type: none"> <li>• At kunne stå i spidsen for både større og mindre optimeringsprojekter</li> <li>• At kunne sammensætte og lede en projektorganisation på effektiv vis</li> <li>• At kunne initiere, planlægge og styre organisatoriske forandringsprocesser</li> <li>• At indgå i rollen som aktivt gennemførende facilitator og/eller forandringsagent</li> </ul>			
<b>International Business Communication</b>  <b>Spring 2016</b>	MFØ (DOBO)	<b>Purpose:</b> <ul style="list-style-type: none"> <li>• Focus on English as the international language of business</li> <li>• Written assignments to learn relevant business terminology/grammar</li> </ul>	5 ECTS	<b>Knowledge and understanding</b> The student will gain knowledge about: <ul style="list-style-type: none"> <li>• Advanced business English terminology</li> </ul>	The learning objectives are tested with an examination. Form: Written and oral exam.  On the basis on a case study the student will present a report discussing the various	ENG	English level C  At least 14 participants



<p>Skolefag: 54118 Sekretær: ANRI Fagkontakt: MHUG</p> <p>Undervisning tirs- dage kl. 16-19.30</p>		<ul style="list-style-type: none"> <li>• Communication as part of the business strategy</li> <li>• Cultural and business-related texts and discussion of both English-speaking cultures and other cultures</li> <li>• Advanced English for business communication and marketing – PR, press releases, market communication</li> <li>• Advanced English for business communication and sales – sales language, language of meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of business environments in the English-speaking world and other</li> <li>• Understanding different communication strategies in business</li> <li>• Understanding of cultural differences in business environments across the English-speaking world and other</li> <li>• Advanced business English terminology in sales, marketing, purchasing and meetings</li> </ul> <p><b>Skills</b> The student will get the skills to:</p> <ul style="list-style-type: none"> <li>• Speaking English at an advanced level for international business</li> <li>• Communicating effectively in cross-cultural environments in English</li> <li>• Utilising international business language in practical situations for marketing, purchasing, selling, and customer service</li> <li>• Applying acquired knowledge of communicative strategies in practice</li> </ul> <p><b>Competencies</b> The student will learn to:</p> <ul style="list-style-type: none"> <li>• Participate in oral and written communication tasks in English in relation to marketing, sales and business communication in an international company</li> </ul>	<p>elements of the communicative, cultural and business aspects of the case. An oral presentation discussing the written report will follow to assess the student's written and oral English communicative skills.</p>	
--	--	---	--	--	--

				<ul style="list-style-type: none"> <li>• Cooperate with customers and suppliers with a different cultural and linguistic background.</li> <li>• Undertake strategic business communication tasks in English</li> <li>• Interact competently in intercultural business environments</li> </ul>			
<b>Practical E-commerce</b>  <b>Forår 2016</b>  Skolefag: 62121 Sekretær: WNIE Fagkontakt: JWB Model 1	MDU (NIL)	<b>Content</b> The purpose of this course is to give students the knowledge and skills to actively participate in the operational tasks involved in running a webshop.  In this course you will be working on creating your own webshop using the Magento system, one of the leading e-commerce systems in the world. You will learn how to set up an webshop system, how to handle the daily management of a webshop, collect insights from your users and gain an understanding of the ecosystem that a webshop exists in.  This course will cover the following topics: <ul style="list-style-type: none"> <li>• Types of webshop systems</li> <li>• Setting up a webshop in Magento</li> <li>• Handling products and pricing</li> <li>• Preparing and handling images</li> <li>• Integrating videos</li> </ul>	5 ECTS	<b>Knowledge</b> The student has a best-practise based knowledge and understanding of: <ul style="list-style-type: none"> <li>• the technical and business environment a webshop operates in</li> <li>• the components of webshop systems</li> <li>• roles and job functions involved within webshop operations</li> <li>• the workflow and work processes behind running a webshop</li> <li>• site traffic through advertising and search engines</li> </ul> <b>Skills</b> The student is able to: <ul style="list-style-type: none"> <li>• assess technical possibilities</li> <li>• install and prepare a webshop with locale specific settings</li> <li>• set up, collect and report on statistical user insights</li> <li>• perform daily routine operations regarding product handling</li> </ul>	The course ends with an individual hand-in of a report and a Magento webshop. A single combined grade will be given.  The report will be a maximum of 10 pages and handed in together with a URL for a live version of the webshop.  The evaluation is based upon the student's ability to apply the course topics in the context of their own webshop.  During the course mandatory assignments will be given and it is a requirement that they have been handed in before taking the exam.	ENG	The student is required to work on their own computer.  It is an advantage if the student has knowledge about basic web development but it is not required.  This course is offered in English and all materials will be in English. However it would be possible to hand in the report in Danish.

		<ul style="list-style-type: none"> <li>Gaining insights by analysing statistics</li> <li>User testing and A/B split tests</li> <li>Search Engine Optimization</li> <li>Campaigns and Google Adwords</li> <li>Working with payment gateways</li> <li>Integrations and 3rd party services</li> </ul> <p>The lecture form will be a combination of case based learning, relevant theory and practical exercises.</p> <p>The literature will be based upon the official Magento User Manual, theoretical e-commerce texts and a collection of relevant online articles. These will be provided.</p> <p><b>About the lecturer</b> Jarne W. Beutnagel has professionally worked with Magento for both small and large clients since 2009 and has spearheaded the development of several large Danish Magento solutions like georgjensen.com, sport24.dk, endomondo.com and <a href="http://blockbuster.dk">blockbuster.dk</a>.</p>		<ul style="list-style-type: none"> <li>identify best practise and trends within the field</li> </ul> <p><b>Competencies</b> The student is able to:</p> <ul style="list-style-type: none"> <li>participate professionally in interdisciplinary teams working with webshop operations</li> <li>acquire new knowledge, skills and competencies within the subject area</li> </ul>			
<b>Graphic Design and Print Production</b>  <b>Spring 2016</b>	MDC  (NIL)	<p><b>Purpose</b> Intoduction to Graphic Design for Print production</p> <p><b>Content</b></p>	5 ECTS	<p><b>Knowledge and understanding</b> The student should obtain knowledge about and understanding for:</p> <ul style="list-style-type: none"> <li>Graphic production flow</li> </ul>	<p>The learning objectives are tested orally.</p> <p>The course is build on a case, and the output is a design</p>	ENG	<ul style="list-style-type: none"> <li>A laptop with Adobe Photoshop and Adobe InDesign installed</li> </ul>

Skolefag: 62138 WNIE Model 1		<p><i>You will be working with:</i></p> <ul style="list-style-type: none"> <li>• Visual identity</li> <li>• Idea development</li> <li>• Developing Design manuals</li> <li>• Graphic Workflow</li> <li>• Logo design</li> <li>• Digital image editing</li> <li>• Digital upmarking</li> <li>• MockUps</li> <li>• Budgets</li> </ul>		<ul style="list-style-type: none"> <li>• Graphic production techniques</li> </ul> <p><b>Skills</b> The student should obtain skills within:</p> <ul style="list-style-type: none"> <li>• Planning, layouting and estimating prices of visual products for print</li> </ul> <p><b>Competences</b> The student should obtain competences regarding:</p> <ul style="list-style-type: none"> <li>• Simple techniques for digital upmarking</li> <li>• File formats for print</li> </ul>	<p>manual, documenting the produced materials according to the visual identity.</p> <p>The exam is conducted in groups and will focus on the design manual and the presentation thereof. The ten minute presentation is followed by a dialogue about the displayed material.</p> <p>Following the 7-step scale, an individual grade is issued for the total performance (presentation/Design manual)</p>		<ul style="list-style-type: none"> <li>• Normal Colour vision</li> <li>• Interest in Design</li> </ul>
<p><b>Entrepreneurship</b></p> <p><b>Forår 2016</b></p> <p>Skolefag: 54083 Sekretær: JHJ</p>	I&E (JKNI)	<p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• The role, conditions and personal characteristics of the entrepreneur</li> <li>• The entrepreneur and independence culture</li> <li>• Work out and assess a company plan</li> </ul>	5 ECTS	<p><b>Knowledge and understanding</b></p> <p>The student will gain knowledge about:</p> <ul style="list-style-type: none"> <li>• Understanding the role of entrepreneurship, intrapreneurship and to understand the entrepreneur and independence culture nationally and internationally</li> <li>• Explaining the possibilities of setting up one's own company in Denmark</li> <li>• Knowing how to generate risk capital for financing of the initial difficult phases of a company</li> <li>• Setting up of a new company.</li> </ul> <p><b>Skills</b> The student will get the skills to:</p>	<p>A business plan of max. 15 pages exclusive of appendices must be made individually or in a group of max. 3 people.</p> <p>The business plan must be presented and assessed at an individual oral exam by the end of the semester. The examination time is 30 min. per student. A presentation of max. 10 min. must be prepared for the exam. The written business plan and the oral defense will be assessed by the tutor and an internal censor.</p> <p>The exam is assessed using the 7-point scale.</p>	ENG	Cannot be chosen by students from BA in Innovation and Entrepreneurship

				<ul style="list-style-type: none"> <li>• Be able to make a characterisation of what it means to be an entrepreneur today.</li> <li>• Develop and access the commercial value of ideas</li> <li>• Identify and assess the capital needs and possibilities.</li> </ul> <p><b>Competencies</b> The student will learn to:</p> <ul style="list-style-type: none"> <li>• Be able to develop, present and assess a business idea.</li> <li>• Based on the business idea be able to develop, present and assess a business plan.</li> </ul>			
<p><b>Facilitering i praksis</b></p> <p><b>Forår 2016</b></p> <p>Skolefag: 55040 Sekretær: JHJ Fagkontakt: MNHO</p>	I&E  (JKN1)	<p><b>Indhold</b> Hvordan tilrettelægger den dygtige facilitator arbejdsprocesser således at et team fungerer bedst muligt? Hvordan bringer den dygtige facilitator teammedlemmers forskellige faglige og personlige kompetencer og færdigheder i spil? Hvordan kan den dygtige facilitator navigere et team gennem en arbejdsproces således at teamet bliver i stand til i væsentlig grad at håndtere komplekse og innovative udfordringer i virksomheder og organisationer? Ovenstående spørgsmål danner udgangspunkt for faget "Facilitering i praksis". <b>Formålet</b> med faget er at de studerende skal lære at forstå og facilitere forskellige ar-</p>	5 ECTS	<p><b>Viden</b> Den studerende skal:</p> <ul style="list-style-type: none"> <li>• opnå viden om hvordan teamdeltageres handlingsmønstre og væremåder kan påvirke</li> <li>• samarbejdet i teamet og hvordan facilitering kan understøtte en hensigtsmæssig arbejdsproces</li> <li>• opnå viden om teamprocesser og -dynamikker</li> <li>• opnå viden om hvad der kan gøre et team effektivt</li> </ul> <p><b>Færdigheder</b> Den studerende skal:</p> <ul style="list-style-type: none"> <li>• have forståelse for forskellige bidrag i et samarbejde og se arbejdsprocessen i et metaperspektiv, for herved at kunne planlægge, beslutte, løse opgaver og</li> </ul>	<p><b>Formalia</b> Der gives en karakter efter 7-trins-skalaen. Karakteren gives med udgangspunkt i en skriftlig synopsis og en mundtlig eksamen. Eksamenstiden er 20 min. per studerende.</p> <p><b>Indhold og evaluering</b> Forløbet afvikles over 8 uger med 5 konfrontations gange a 3 lektioner og et selvtilrettelagt praktisk forløb.</p> <p><b>Evaluering</b> Karakteren gives på baggrund af mundtlig fremstilling og dialog med udgangspunkt i en erfaringsbaseret synopsis. Vedlagt synopsen er der et bilag der indeholder en detaljeret refleksionslog fra et praksis funderet forløb</p>	DK	Det vil være en fordel, at den studerende har en grundlæggende indsigt i organisation, ledelse, coaching, facilitering, gruppedynamikker, m.m.

		<p>bejdsprocesser for et team eller en større gruppe med henblik på at teamets arbejdsproces bliver mest mulig effektiv. Herved bliver de studerende i stand til at tilrettelægge, gennemføre og følge op på de dynamikker faciliteringen af et samarbejde kan medføre i forbindelse med håndteringen af komplekse og innovative problemstillinger.</p>		<p>håndtere forskellige arbejdsprocesser og forholde sig til faglige og personlige forskelle</p> <ul style="list-style-type: none"> <li>• kunne følge op på output og resultater fra forskellige udviklingsarbejdsprocesser</li> </ul> <p><b>Kompetencer</b> Den studerende skal:</p> <ul style="list-style-type: none"> <li>• kunne facilitere teams og teamprocesser, således at der opnås den bedst mulige grad af effektivitet i arbejdsprocessen</li> </ul>	<p>(a la Eksperter i teams-forløbet) samt en refleksion over den præsenterede teori i forhold til de praktiske erfaringer.</p> <p>Synopsen er individuel og skal være på maksimalt 5 sider svarende til 10.500 anslag.</p> <p>Afleveringstidspunkt annonceres på Fronter.</p> <p><b>Sprog</b> Faget uddybes på dansk. Der kan forekomme litteratur og oplæg på engelsk.</p>		
--	--	---	--	--	---	--	--