Interactive Media

Bachelor ved Noroff AS

April 2012

NOKUT
Nasjonalt organ for
kvalitet i utdanningen
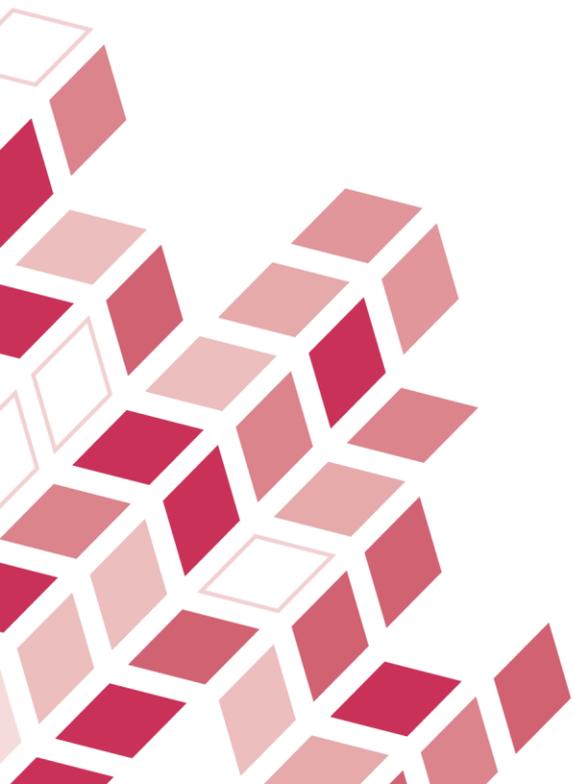
Institusjon:	Noroff AS
Studietilbud:	Interactive Media, stedsbasert og nettstudium
Grad/Studiepoeng:	Bachelor, 180 studiepoeng
Dato for vedtak:	12.04.2012
Sakkyndige:	Amanuensis Marianne Selsjord, Kunsthøgskolen i Oslo
	Førsteamanuensis Alf Inge Wang, Norges teknisk-naturvitenskapelige universitet
Saksnummer:	09/279

Forord

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Herved fremlegges rapport om akkreditering av bachelorgradsstudium i Interactive Media ved Noroff AS (Noroff). Noroff har utformet søknaden og søkt om akkreditering av bachelorgradsstudium i 2010, og er vurdert etter kriterier fastsatt den gangen, Forskrift om standarder og kriterier for akkreditering av studier og kriterier for akkreditering av institusjoner i høyere utdanning av 25.01.2006. Vurderingen som er nedfelt i tilsynsrapporten, er igangsatt på bakgrunn av søknad fra Noroff. Denne rapporten viser den omfattende vurderingen som er gjort for å sikre utdanningskvaliteten i det planlagte studiet.

Bachelorgradsstudium i Interactive Media med spesialiseringer i *Animation* og *Games* ved Noroff tilfredsstiller NOKUTs krav til utdanningskvalitet og er akkreditert i vedtak av 12.04.2012.

Vedtaket er ikke tidsbegrenset. NOKUT vil imidlertid følge opp studietilbudet gjennom et oppfølgende tilsyn etter 3 år.

Oslo, 12. april 2012

Terje Mørland
direktør

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Innhold

1 Informasjon om søkerinstitusjon

Noroff holder til i Kristiansand og tilbyr fra før utdanning på fagskolenivå og på videregående skolenivå. De har søkt for første gang om akkreditering av studier på høyere utdannings nivå. Noroff har som mål å tilby utdanning på første syklus både steds- og nettbasert.

2 Faglig vurdering

Name of study programme: Art and Interactive Media
Name of the institution: Noroff AS
Program in ECTS: 180 studiepoeng
Stedlig/desentralisert: Kristiansand / Online

1. Introduction
Committees understanding the subject area:
Art and Interactive Media
(specialization: Animation/Design & Media/Games)
The field of study emphasizes the relationship between art/creativity and technology/new media. Further, it decomposes into three specific areas that also interrelate. In order to achieve a bachelor degree in this field, it is essential to build a logical, focused, research-based and professional education, which will be useful for both candidates on individual basis and for the needs of society and industry.

The individual courses need to be balanced in accordance with the final aims of the education. Certain fundamental subjects need to be continuous through the six semesters and demanding satisfactory understanding and adequate skills.

As this education is called "Art and …", art must be a highly prioritized subject matter within the study. This means that fundamental knowledge like art history and theoretical and practical esthetics, need to be taught continuously throughout the six semesters.
For the three specializations it is essential that they are based on up-to-date research based knowledge and reflects industrial standards and the state-of-the-art within the fields.

2. Hoveddel – Standarder og kriterier for akkreditering av studier på lavere grads nivå

2-1 (1) Det skal foreligge en plan for studiet.
1. Studiet skal ha et dekkende navn.
Description
The name of the study is:
"Art and Interactive Media
Specialization: Animation/Design & Media/Games".
Assessment
We have gone through the study plan and find that the title of the bachelor degree is not satisfactory according to the contents of the study. In the committee's interpretation the two areas mentioned in the title; "Art and Interactive Media" have the same emphasis, which

entails that the study must reflect this balance. We cannot see that the ART part of the study has been integrated and given enough attention. This means that fundamental knowledge such as art history and theoretical and practical esthetics, must be an important continuous theme throughout the six semesters.

The specialization of Games does not indicate what role in game development the bachelor degree should focus on: Is it game artist, level designer, or game programmer? It seams that the bachelor degree is a mixture of all of these, and may prove contra-productive.

Conclusion

No

In order for the study title to be accepted, the following must be corrected:

• Theoretical and practical aspects of art study must be an important continuous theme throughout the 6 semesters. For example art history, life drawing, anatomy, color theory and composition.

• If not the title must be changed to reflect the actual content of the study.

2. Opptakskravene skal være i samsvar med studiets mål, innhold og nivå.

Description

General study competency or mature students with relevant work experience

Assessment

The entry requirements are correct according to the Ministry regulations.

Recommendation:

Since Art is emphasized in the title, it would be recommendable to also ask for a portfolio of artistic work to assist in the selection of the most suited candidates.

Conclusion

Yes.

3. Studiets mål skal være klart formulert. Av målene skal det framgå hvilke kunnskaper, ferdigheter og holdninger studentene skal ha ved sluttført studium, samt hva slags kompetanse studiet gir i forhold til videre studier og/eller yrkesutøvelse.

Description

Aims of study:

The program aims to develop creative industry practitioners with the capacity, knowledge and skills to readily exploit artistic theories and practices with new and existing technologies. The program is in general described through objectives and learning and cognitive outcomes that emphasizes a range of media forms, social and cultural impact of media, tools and technologies, design and development, form and function, creativity and creative process, research and development, problem based learning, form and context, narrative, conceptualization, and editing.

Assessment

The main aims of the study programs are acceptable, but the descriptions of the three specializations are lacking in realism, being non-consistent and vague concerning the specific knowledge and professional skills the students should have obtained during the studies.

Conclusion

No.

To obtain a degree on bachelor level within the defined areas, the specification of the outcome concerning achievable professions must be more concrete and focused.

At this stage, it is hard to understand what kind of jobs the students will be educated for.

4. Planen skal vise oppbygging av studiet med obligatoriske og valgfrie deler, bredde og fordypning.

Description

A description of the specializations are outlined:

Animation: The students should become storytellers through developing artistic and technical

skills, exploring a range of concepts, tools and technologies both in contemporary and historical use.

Design and Media: The students should become creative designers that can utilize skills and knowledge in any medium.

Games: The students should develop skills to be ready for the game industry.

Further, a description of the studio concept is given which outlines the on-going educational environment throughout the study.

Assessment

The three specializations do not have a defined focus and try to cover too many areas without giving satisfactory skills in any of them.

The description of the Game specialization is unrealistic, as they claim that the students should be ready for industry, but they do not describe what role in game development the students should achieve.

Conclusion

No.

At this stage, it is hard to understand what kind of jobs the students are educated for, as the education plans tries to cover too many specialized areas without providing sufficient depth in each area. It is also unlikely that the students will get jobs within industry, only based on this education.

5. Pensum og undervisning skal være egnet til å sikre kandidatenes kompetanse i relasjon til målene for studiet.

Description

The overview description of the study program was not easy to understand, especially the

sequence of courses and the placement of studio courses. Thus, the committee produced their own overview as follows:

Art and Interactive Media: Animation

Semester 1			Semester 2		
PBL learning and research NWX101, 5	Animation Craft, NAA102, 10	Form and Context NAX102, 10	Narrative, NAX104, 5	Digital 3D modeling, 10	Contextual Animation, NAA106, 10
Studio 1, NAX101, 5			Studio 1, NAX101, 5		

Semester 3			Semester 4		
Conceptualization, NAX201, 10	Character Rigging, NAA202, 15		Editing, NAX203, 5	Acting for Animators, NAA204, 10	Post Production, NAA205, 10
Studio 2, NSS201, 5			Studio 2, NSS201, 5		

Semester 5		Semester 6	
Procedural animation, NA301, 15	Screen Studies, NAA302, 10	Studio 3, NAX301, 30	
Studio 2,5 ??? Missing 5 ECT!!!			

Art and Interactive Media: Design and Media

Semester 1			Semester 2		
PBL learning and research NWX101, 5	Design for Print, NAD103, 10	Form and Context NAX102, 10	Narrative, NAX104, 5	Media and Law, NAD105, 10	Photography, Artificial - Natural NAD106, 10
Studio 1, NAX101, 5			Studio 1, NAX101, 5		

Semester 3			Semester 4		
Conceptualization, NAX201, 10	Design for Screen, NAD202, 15		Editing, NAX203, 5	Semiogics and Genre, NAD204, 10	Design for Motion, NAD205, 10
Studio 2, NSS201, 5			Studio 2, NSS201, 5		

Semester 5		Semester 6
Design for Interactivity, NAD301, 15	Networked Art, NAD302, 10	Studio 3, NAX301, 30
Studio 2,5 ??? Missing 5 ECT!!!		

Art and Interactive Media: Games

Semester 1			Semester 2		
PBL learning and research NWX101, 5	Digital 3D modeling, 10	Form and Context NAX102, 10	Narrative, NAX104, 5	Ludic studies, NAG105, 10	Game Play, NAG106, 10
Studio 1, NAX101, 5			Studio 1, NAX101, 5		

Semester 3			Semester 4		
Conceptualization, NAX201, 10	Level Design, NAG202, 15		Editing, NAX203, 5	PRG - 01 System design, NAG204, 10	Technical Direction, NAG205, 10
Studio 2, NSS201, 5			Studio 2, NSS201, 5		

Semester 5		Semester 6
Audio-Visual Elements, NAG301, 15	PRG - 02 C-program-ming, NAG302, 10	Studio 3, NAX301, 30
Studio 2,5 ??? Missing 5 ECT!!!		

Each course is also described in detail in appendix 1.

The description did not contain any motivation or explanation to the chosen block-based teaching process, the sequence of courses and reasoning for selection of courses. This information is critical to understand the pedagogical approach.

Assessment

As stated in point 4, the program offers too many different subject areas without sufficient depth. The result is a lack of coherency towards an end result, which can be counterproductive as a means to educate useful candidates for the industry.

Apart from recurring Studio practice, the other courses are block-based and do not offer advancement levels through the years.

The document does not give any reasoning for choosing a block-based approach. Some of the courses are too intensive in terms of comprehension and need time gaps in between session to achieve good learning results. Example of such courses are for instance programming, digital 3d modeling, drawing, art based studies and so on.

The document does not give any motivation for the selection and length of the courses in relation to the goals of the study. For instance is character rigging the longest course (15 ECT) in the animation specialization. This is a highly technical, specialized area within 3D modeling and animation and is not for everyone.

And why is Form and Context, the most important art course, only 10 ECT with no succeeding courses when the title of the study is Art

The three specializations do not have a coherent focus, which will guarantee a result without sufficient in-depth study and understanding. E.g., for Games specialization, the students will be given too small portion of programming to become a game programmer, to small portion of level design to become a level designer, and so on.

The prerequisite to take courses are not academic, but just a way of organizing courses blockbased.

The course plan does not describe the Studio in 5th semester.

The course descriptions contain many errors and inconsistencies.

The description of many courses refers to a Study guide, but the concept or an actual study guide is not described.

Should forensic and security be a part of the study?

Programming is first introduced far out in the study, even though programming is required earlier.

When only two programming courses are present for the Games specialization, both courses should have the goal to teach the students practical programming. The first programming course is not useful for this bachelor degree. It is waste of time to spend 10 ECT on talking about programming, learning pseudo code and paper programming without learning the real skill. For PRG02 it does not say if the course should teach the programming language C or Python. From the description it looks like C and Python is treated as a single programming language. Also it is not advisable to teach the students C if this is their first programming language and it is only taught in one course. Programming languages such as XNA (C#), a scripting language for a game engine or even Action script in Flash would be more appropriate. It is hard to see how the C programming skills are to be used in the specialization as it is taught so late.

The online part of the study is not described enough in detail and it is difficult to understand how it is planned to be carried out, especially in the open studio courses where collaboration is essential.

Conclusion

No.

To obtain a degree on bachelor level, the following must be in place:

• Present a motivation and reasoning for the course selection, prioritization of courses (length), balance of themes, and block-based teaching.

• Create a study program with a clear focus that contains succeeding courses at several advancement levels in order for the student to develop more than basic skills and knowledge.

• Remove or explain why forensic and security should be a part of the study.

• Describe how the missing 5 ECT (studio 5th semester will be used) and remove the inconsistencies in the descriptions.

6. Studiet skal gi studentene innføring i forsknings- og utviklingsarbeid.

Description

The students will be introduced to research and development work mainly through the Problem Solving and Research Methodologies course and through research activities in the different Studios. These activities are planned both in collaboration with local industry and partner universities.

Assessment

The main introduction to research and research methodologies is planned to be through the Problem Solving and Research Methodologies course, which is only 5 ECT. From the course description, the main portion of this course will be focusing on problem solving and not research. In addition, the course claims to develop research skills within computer crime???

The only course related to research does not specify which research methods or literature that will be used. Throughout the program, the research in practice mainly focuses on reflection of own work. This is very limited in terms of other Bachelor programs. The introduction to get development expertise is well handled through the Studio courses.

The program lacks sufficient amount of research theory and practice for a Bachelor program.

Conclusion

No.

The program lacks sufficient amount of research theory to be awarded with a Bachelor degree. Also the program does not specify any scientific papers as a part of the syllabus.

7. Undervisningen skal bygge på relevant forskning, samt faglig eller kunstnerisk utviklingsarbeid og erfaringskunnskap.

Description

The description of how education is built on relevant research, development and experience focuses on Noroff's academic staff, their international collaboration with Deakin University, Univeristy of Teeside and Glamorgan University as well as regional R&D centers.

Assessment

None of the courses apart from the Problem Solving and Research Methodologies contains any syllabus based on academic staffs own research or from national or international research. The courses are mainly focused around learning tools and techniques to ready the students for industrial work, not research.

Noroff cannot claim that many of their staff can be regarded as experienced researchers apart from three staff members with sufficient scientific experience. This means that research within the institution is rather limited and apart from prof. Blanshki, the research of the staff members is not related to the Bachelor program. This is also clearly visible through the fact that prof. Blanshki is academic responsible for almost all courses in the program. The limited related research community is not sufficient to serve a Bachelor program although Noroff has collaboration with other institutions with relevant research. The list of publications also shows that only prof. Blanshki has relevant work in this area.

Conclusion

No.

The courses in the Bachelor program do not contain any references to recent relevant research apart from one course. Only one of the staff has sufficient and relevant research experience and all the courses depend on this person. This is clearly a weakness, as the students do not have access to a local research community. Prof. Blanshki, as only relevant researcher, has relevant work within some of the areas of the Bachelor program, but several are also missing.

8. Eksamens- og vurderingsordningene skal være tilpasset den undervisning og veiledning som blir gitt, og skal være egnet for å nå målene for studiet.

Description

The course evaluation focus mainly on the students' portfolio, but other evaluations methods, such as formative assessments, are also used.

Assessment

The course evaluation has a good match with the contents of the courses.

Conclusion

Yes.

9. Opplegg for og gjennomføring av eventuell praksis skal være relatert til målene for studiet, den øvrige undervisningen og den kompetansen kandidatene skal ha ved gjennomført studium.

Description

Today, Noroff provides industry placement in existing courses through industry partners or by encouraging the students to find their own employer. The plan is to expand and adjust the existing industry placements to a Bachelor degree.

Assessment

NORFF industry placement is solid enough for this Bachelor program.

Conclusion

Yes.

2-1 (2) Institusjonen skal ha et stabilt fagmiljø knyttet til studiet.

1. Størrelsen på fagmiljøet angis i årsverk, og skal være tilpasset undervisnings- og veiledningsbehovet for studiet, samt den forskning og det faglige eller kunstneriske utviklingsarbeidet som skal utføres.

Description

Staffing of the Bachelor program consists of 5 persons for teaching and additional shared resources for R&D and administration. The main academic responsible for the program is Prof. Katherine Blanshki.

Assessment

The Bachelor program consists of 32 different courses taught by 5 teachers. This means that each academic staff member must teach 6,4 courses per year. In addition, the academic staff should be involved in research. Most of these courses are courses with 10 or 15 ECT (rather big courses). Several of these courses demand that the teacher follow up projects or other work. The normal workload for academic staff at universities or university colleges is to teach 1-2 courses per semester, maximum 4 courses a year. Even though only 30 students are planned for the first year, the Bachelor program seems to have too few academics involved. In addition, the planned online study will need a lot of resources. With so many courses, there will not be time for the lecturers to do any research or to follow up the students in a sufficient way. Also Prof. Blashki is responsible for all courses but two. Several of these courses are in areas where Blashki is not an expert (e.g. programming (the PROG 1 course)).

Bettinson and Kinn have only Bachelor degree or similar and are not qualified for the Norwegian "høyskolelektor" position.

We also ask for documentation on how the academic staff has been/will be employed, since it is necessary that they are employed according to the regulations from Kunnskapsdepartemtet.

Conclusion

No.

Five persons serving all these courses, including research, is not sufficient.

2. Minst 50 % av fagmiljøet knyttet til studiet skal være ansatte med hovedstilling på institusjonen.

Description

Noroff will employ the following staff: Katherine Blashki, Annette Bettinson Skinnarland, Jørund Pedersen and Paul Bettison.

Assessment

At least 50% of the staff have employment in the institution.

Conclusion

Yes.

3. Minst 20 % av fagmiljøet skal dekkes av ansatte med førstestillingskompetanse.

Description

Noroff has one person with PhD, one person with MSc and MBA and with research experience and one person to be recruited with PhD.

Assessment

If Noroff is successful in recruiting one person with a PhD within Art and Media, they have covered that at least 20% shall have research competency. Currently only Katherine Blashki got a PhD and research experience relevant to the Bachelor program.

The committee recommends that one more PhD staff member within Game Development and Design is employed before the actual starts up.

Conclusion

Yes.

4. For studier med praksis skal fagmiljøet også ha erfaring fra praksisfeltet.

Description

The following of the academic staff are listed with a description of experience: Katherine

Blashki (Professor, Director of center for motion capture), Director of research and education for film, television and radio school and head of school of multimedia systems), Annette Bettingson Skinnarland (11 years industry experience), Paul Bettingson (15 years teaching, commercial art), Jørund Pedersen (3 years teaching), Harald Holt (14 years r&d, 12 years international business, 14 years management of telecommunication and management and business development).

Assessment
The academic staff is experienced in teaching and partly in research. We recommend that another PhD staff member with in-depth experience within Game Development and Design is employed.

Conclusion
Yes.

5. For områder der institusjonen har behov for supplerende kompetanse, skal det legges fram en realistisk plan for hvordan denne skal skaffes.

Description
The plan includes that all staff members should be trained in the online learning system being used, and Paul Bettingson and Anette Bettingson Skinnarland are enrolled for further education MSc and PhD respectively). In addition, a new staff with a PhD will be recruited.

Assessment

The plan to develop competency of existing staff is a bit diffuse and lacking in details. As competence in game development is missing, it must be included as part of the plan. Specifically, the focus on Bettingson's Msc and Skinnarland's PhD should be mentioned. Also, it is not realistic to believe that the two above-mentioned teachers will find time to finish Msc or PHD with the workload they are being assigned within the new bachelor education at Noroff. The plan does not have a scheme for updating the staff in areas that are continuously evolving.

Conclusion
No.
The plan does not contain a sufficiently detailed description of how they will deal with lacking competence in the staff and overall how the staff will be educated and updated in the field of the Bachelor program. Noroff must employ/recruit academic staff members with PhD background with experience within the fields of the studies being offered.

2-1 (3) Infrastrukturen skal være tilpasset organisering og undervisningsform og relateres til studiets mål.
1. Tekniske og administrative tjenester skal være tilpasset studiet og antall studenter.
Description
The Technical and administrative services are well described through the infrastructure, and the education community system.

Assessment
The technical and administrative services are in place.

Conclusion
Yes.

2. Studentene skal sikres tilstrekkelig tilgang på IKT-ressurser.
Description
The ICT resources are described as the technical infrastructure, access to Pragma to access storage and archives, fast networks, printers and various software packages.

Assessment
The description of ICT resources is sufficient, but it should also mention the licensing of all the special purpose software packages required in the Bachelor program.

Conclusion
Yes.

3. Bibliotektjenestene skal være lett tilgjengelige og i samsvar med studiets faglige innhold og nivå.
Description
The library service is provided through updating own library, a reservation system, training in use of library and access to library services through partners (UiA).
Assessment
The library services seem to be sufficient, but the documentation lacks a description of access to online research and artistic development work libraries such as KIOH (or other fine art institutions of higher education), computer.org, acm.org and others.
If Noroff decides to keep Art as an important part of the study content, the library sources must also mirror this. The students need access to onsite physical library of relevant literature in historical and contemporary fine art.
Conclusion
Yes, if they decide to remove ART from the title of the study.

4. Institusjonen skal ha egnede lokaler til undervisningen.
Description
The premises are currently not in place, but a realistic plan has been described.
Assessment
The plan for premises is ok.
Conclusion
Yes.

2-1 (4) Institusjonen skal delta aktivt i internasjonalt samarbeid innenfor fagområder med relevans for studiet.
Description
Noroff has established international collaboration with Deakin University, University of Teesside, Glamorgan University and AFDA Film School.
Assessment
Noroff's international collaboration is strong in most areas (design and media, animation and games). If they want to keep the word "Art" in the title, they should also include an international collaboration with one or several art institutions.
Conclusion
Yes, if they decide to remove art from the title of the study.

2-1 (5) Institusjonen skal ha ordninger for internasjonalisering knyttet til studiet.
Description
The application describes Memorandum of Understanding between Noroff and the international institutions Noroff collaborates with along with joint research projects. The description of joint research projects is possible collaborative projects in the future.
Assessment
The international agreements are described sufficiently.
Conclusion
Yes.

2-1 (6) Institusjonen skal redegjøre for hvordan studiet kvalitetssikres i institusjonens system for kvalitetssikring.
Description
The description of the quality assurance of the Bachelor program is a plan for a future QA system. The QA is described through goals, responsibility, student participation, routines for

QA in education, R&D, evaluation, administrative services, and training programs for the academic staff.
Assessment
The QA program is sufficiently described and should be sufficient if implemented.
Conclusion
Yes.

3. Conclusion

CONCLUSION
Here is a summary of the committee's main conclusions after a thorough review of the Noroff application.
As the planned Bachelor education is titled "Art and Interactive Media", the art part of the study should have much more focus than in its present plans. Too few courses focus on the Art aspect of the education.
The education lacks focus on the resulting skills and knowledge of the students and the potential employment positions the education is to provide. The study program does not have a logical structure and lacks advancement levels in the different specialization areas (Animation, Design & Media and Games). The courses aims at covering too many and too diverse topics on a superficial level. The structure of the program and the choice of courses do not seem to be planned carefully and with enough focus on the end result. The motivation for the structure and choice of courses is lacking.
Too few academics are employed to cover too many courses. It is unrealistic that the staff on top of their high workload will be able to do any research, educate themselves further and update themselves in their respective fields.
The provided study plan indicates a weak research foundation in academic staff research background. The integration of the research and artistic development work is weak or missing in most courses. References to scientific articles are missing and other references to literature consist mainly of a few books mainly on practical subject matters.
The application contains inaccuracies such as 5 ECTs that are not documented (studio 5th semester), and descriptions of forensic and network security that do not belong in the plan.
The online study is not described in enough detail. With the allocated resources, it is not realistic to provide an online study in addition to the regular study. A large and critical part of the study is studio-based, and it has not been explained how the studio-part will be carried out by online students.

The committee has carefully examined Noroff's application for accreditation of the plan for its Bachelor Degree in Art and Interactive Media. According to the criteria defined by NOKUT we have found that the program cannot be accepted as a Bachelor program in its current state. Noroff's Bachelor program fails to meet 10 (8 if the name of the program is changed) out of 21 criteria.

The committee's conclusion is NO.

The table below summarizes the criteria evaluated, the conclusion and what Noroff needs to do to get these criteria accepted. For more details, see Section 2.

Criteria	Concl.	Must changed in order to study to be accepted
2-1(1) 1 Plan for studiet	No	The word "Art" is not properly reflected in neither the theory nor the practice in the program. The emphasis on art in the study must be more visible and an integrated part of the whole

		study program.
2-1(1) 2. Opptakskrav	Yes	
2-1(1) 3. Studiets mål	No	The aim of the study must be much more concrete and focused on what type of professions the students get educated for.
2-1(1) 4. Oppbygning av studiet	No	The program must establish a much more focused and logical structure that provides sufficient depth through classes in the specialization areas.
2-1(1) 5. Pensum og undervisning	No	The whole structure and choice of courses of the education must be motivated and balanced according to the various specializations within the program. The three-year plan must be better-balanced theme wise. If the chosen teaching model is to be block-based, courses in sequence must be logically connected and show increasing requirements in knowledge, understanding and skills. The references to forensic and security must be removed from the program or explained how these topics fit in. The missing 5 ECTs in 5th semester must be described.
2-1(1) 6. Innføring i forsknings- og utviklingsarbeid	No	The study program must include sufficient amount of research theory, and the syllabus of most courses must include recent scientific papers.
2-1(1) 7. Undervisning skal bygge på relevant forskning…	No	The program must show a stronger emphasis on research and artistic development work in more of its courses. Noroff must employ a wider scope of specialists in different areas of specialization. This is critical in order to form a scientific and artistic environment ensuring a Bachelor education of sufficient.
2-1(1) 8. Tilpasset eksamens- og vurderingsordninger	Yes	
2-1(1) 9. Gjennomføring av praksis	Yes	
2-1(2) 1. Størrelse på fagmiljø	No	Noroff must employ more staff members to provide enough in-depth lecturing in the different specialized areas and establish a professional academic research and artistic development environment.
2-1(2) 2. 50% av fagmiljø tilknyttet institusjon	Yes	
2-1(2) 3. 20% av fagmiljø m førstestillingskompetanse	Yes	

2-1(2) 4. Fagmiljø med erfaring fra praksisfeltet	Yes	
2-1(2) 5. Plan for supplerende kompetanse	No	A plan for inviting guest lectures in specific fields not covered by the regular academic staff must be established. A realistic plan must be made to further educate the regular staff members towards PhD and Master levels (providing sufficient resources), or other academics with master and PhD levels within the needed specialization areas must be employed. A realistic plan for continuous updates of academic staff in the various fields of the Bachelor program must be established with sufficient resources.
2-1(3) 1. Tekniske og administrative tjenester	Yes	
2-1(3) 2. Tilgang på IKT-ressurser	Yes	
2-1(3) 3. Bibliotektjenester	Yes/No	Yes, if Noroff decides to remove the term *Art* from the title of the study.
2-1(3) 4. Egnede lokaler	Yes	
2-1(4) Delta aktivt i internasjonalt samarbeid	Yes/No	Yes, if Noroff decides to remove the term *Art* from the title of the study.
2-1(5) Ordninger for internasjonalisering	Yes	
2.1(6) Kvalitetssikring	Yes	

Recommendations
Look at other similar bachelor programmes in Norway that are already in existence; for
example:
• Høyskolen i Volda, Bachelor program in animation:
http://www.hivolda.no/index.php?ID=7606
• Høgskolen i Hedmark, Bachelor program in animation:
http://www.hihm.no/content/view/full/1232
• Høgskolen i Hedmark, Bachelor program in media production:
http://www.hihm.no/content/view/full/2132
• Høgskolen i Hedmark, Bachelor program in Visual simulation (games):
http://www.hihm.no/content/view/full/17205
• Høgskolen i Gjøvik, Bachelor program in game programming:
http://www.hig.no/studietilbud/medier/bachelor/bsp
• NITH, Bachelor program in game programming:
http://nith.no/bachelor/studieprogrammer/spillprogrammering
• NITH, Bachelor program in Game Design:
http://nith.no/bachelor/studieprogrammer/spilldesign
• NITH, Bachelor program in Interactive Design:

http://nith.no/bachelor/studieprogrammer/interaktivt-design
Establish contact with the Norwegian contemporary Fine Art milieu, for instance within the Academy of the Arts in Oslo, Bergen or Trondheim.

3 Institusjonens kommentar

noroff

Nokut
Kronprinsens gate 9
0121 Oslo

Kristiansand, 05.04.2011

Deres ref: 09/279-18, Vår ref: HH/05/04/11

Vedrørende Sakkyndig komite´ rapport : Noroff AS – søknad om akkredittering av "Bachelor of Interactive Media".

Summary

In response to the committee's report we have addressed all the concerns expressed and ensured, that where appropriate, changes have been implemented.

All references to "Art/s" in both the program nomenclature and the content of the courses have been removed to ensure that the nature and intention of the Bachelor program is more clearly understood. The program is now, more appropriately titled, Bachelor of Interactive Media. In addition, we determined that to ensure greater clarity of purpose, we would confine our specialization offerings in the program to only two: Animation and Games. The attached Study Guide illustrates these changes.

In response to the committee's concern regarding the appropriateness of Forensics and Security to the bachelor program, all references have been removed.

With regard to the staffing issues raised by the committee, we have obtained assurances from a number of academics at our international partner universities, of their intention to relocate to Norway. In addition, colleagues at the Gimlekollen School of Journalism and Communication have offered their support and intention to assist with staffing.

The career outcomes for our graduates have been specified in greater detail. In addition we have supplied a number of current advertisements for employment in the creative and entertainment industries for which our graduates could be expected to apply. The Noroff University College graduate is equipped with the skills and knowledge in alignment with both NQF and EQF guidelines to enable entry in a wide range of postgraduate programs. We have included a representative list of such programs.

As research is an integral element of the Noroff University College learning experience, we have ensured that this commitment to research and development is both more transparent and strengthened throughout the program. In addition to the first year core course in Problem based Learning and Research Methodologies, we have introduced a 3rd year level elective "Critical Thinking and Research Skills". See attached course

description. All Studio courses throughout the program also include opportunities for the students to implement research skills learned.

Summary of changes made

The table below is a summary of all changes made in response to the comments and recommendations from the committee. This table information is explained in more detail in this document, the study plan and new course descriptions attached.

New Courses		
Ref.	Course Names	Codes
§ 2-1 (1) 4 d	3D Rigging 1 (Environment)	NIMA106_v01-10.0
§ 2-1 (1) 4 d	3D Animation 2 (Character Studies)	NIMA203_v01-05.0
§ 2-1 (1) 5	Game Assets 2 (Visual Elements)	NIMG205_v01-10.0
§ 2-1 (1) 5	Game Assets 3 (Audio Elements)	NIMG206_v01-10.0
§ 2-1 (1) 6 a	Critical Thinking & Research Skills	NEX301_v01-10.0

Course Name Changes				
Ref.	New Course Names	New Codes	Old Course Names	Old Codes
§ 2-1 (1) 4 d	3D Animation 1	NIMA105_v01-10.0	Digital 3D Modeling	NAA105_v01-10.0
§ 2-1 (1) 5	3D Rigging 2 (Character)	NIMA202_v01-10.0	Character Rigging	NAA202_v01-15.0
§ 2-1 (1) 5	3D Animation 3	NIMA205_v01-10.0	Acting For Animation	NAA204_v01-10.0
§ 2-1 (1) 4 c	Game Assets 1	NIMG105_v01-10.0	Digital 3D Modeling	NAG103_v01-10.0
§ 2-1 (1) 4 c	Level Design 1	NIMG106_v01-10.0	Level Design	NAG202_v01-15.0

Course Level Changes			
Ref.	Course Name	From Level	To Level
§ 2-1 (1) 4 d	Level Design 1	2 (as Level Design)	1
§ 2-1 (1) 4 d	Ludic Studies	1	2

Courses Taken Away		
Ref.	Course Name	Code
§ 2-1 (1) 1	Screen Studies	NAA302_v01-10.0
§ 2-1 (1) 1	Semiotics and Genre	NAD204_V01-05.0
§ 2-1 (1) 1	Design for Screen	NAD202_v01-05.0
§ 2-1 (1) 1	Audio Visual Elements	NAG301-v01-15.0
§ 2-1 (1) 1	Networked Art	NAD302_v01-10.0
§ 2-1 (1) 1	Media and Law	NAD105_v01-10.0
§ 2-1 (1) 1	Photo (Artifical/Natural)	NAD106_v01-10.0
§ 2-1 (1) 1	Design For Print	NAD103_v01-10.0
§ 2-1 (1) 1	PRG -01 System Design	NAG204_v01-10.0
§ 2-1 (1) 1	PRG-02 C-programming	NAG302_v01-10.0

§ 2-1 (1) Study guide (plan)

1 Name of the program

The Committee has highlighted the confusion created by the nomenclature of the degree program "Art and Interactive Media". In discussions with colleagues, both nationally and internationally, it is clear that the nomenclature of digital media degree programs across the globe is causing difficulties, not expected to be resolved in the near future. A comparative survey of a number of international institutions, also suggests that to ensure we align with the latest trends in education globally, we will change the name of the degree to *Bachelor of Interactive Media* (BIM).

3 Aims clearly defined

Knowledge

The program has been revised to ensure transparency of Noroff's intention for a logical, focused, research-based and professional education, which will enrich both candidates on an individual basis and the needs of society and industry. As explained above, the use of the term "Art/s" has been removed.

In this degree program, "knowledge" is used to define a student's acquisition of the conceptual and theoretical foundations required for successful functioning in the workplace. This body of knowledge is defined by a triumvirate of industry expectations and needs of graduates, government requirements for the education of students at Bachelor level delineated in the Norwegian Qualifications Framework (NQF) and scholarly publications and research innovations in the areas.

Noroff University College´s (NUC) philosophic approach to education is in direct alignment with both the European Qualifications Framework (EQF) and the NQF. In particular our "Knowledge" aims specifically address the four NQF Kunnskap/ knowledge requirements.

Graduates of the Bachelor of Interactive Media will emerge with knowledge/kunnskap of:

- Foundational precepts/theories of designing for the creative and entertainment industries
- Contemporary research and development innovations
- The importance and role of narrative form and function
- The appropriate tools and technologies for their respective disciplines
- Industry standard techniques and methodologies for content creation, management, production and distribution
- The legal requirements and constraints on content management and distribution in the creative and entertainment industries
- Harnessing creativity and the creative process

In addition, students will acquire transferable knowledge that will enable them to work in areas not necessarily perceived as directly related to their discipline but which are nonetheless crucial for successful employment.

- Reflection on the work practices of self and others
- Research and critical enquiry
- Problem solving
- Team-based collaborative work practices
- Professional ethics and understandings

In the development of this degree program we have utilized discipline-specific terms that may have different connotations in other fields of study such as "artist" and "designer". Within the creative and entertainment industries these terms are consensually understood and used by practitioners.

Graduates of the degree program will be equipped with a range of knowledge that will equip them for work in a wide variety of employment in the Creative and Entertainment industries. The following lists are not definitive but rather representative. In addition we have included a number of current position advertisements for which our graduates would be expected to be qualified to apply.

Typical jobs for a Animator graduate include:

- Character Animator http://www.highendcareers.com/JobDetails.aspx?JobID=5877
- Concept Artist http://jobs.gamasutra.com/jobseekerx/viewjobrss.asp?cjid=17104&accountno=375
- Layout Artist http://www.newbreedvfx.com/layoutjob.html
- Character Designer http://www.rozee.pk/excelectronic-inc-character-designeranimator-lahore-jobs-108797.php
- Freelance Animator
- Art Director
- Key Clean Up Artist http://www.entertainmentcareers.net/Confidential/Storyboard_Animatic_Cleanup_Artist_Revisionist/job/110140
- Storyboard Artist
- Visual Effects Animator
- Editor Assistant
- Production Secretary http://forums.creativecow.net/thread/70/858720

Typical jobs for Games level designer graduates include:

- Designer: http://www.gamesindustry.biz/jobs//spain/uk-and-europe/junior-game-designer--id45157
- Producer

- Production Director
- Quality Assurance Tester http://www.gamesindustry.biz/jobs//united-states/north-america/qa-engineer--id46311
- http://www.gamesindustry.biz/jobs//germany/uk-and-europe/lead-tester-id45381
- Level Builder http://www.gamesindustry.biz/jobs//united-states/north-america/level-builder--id46316
- Level Designer http://www.gamesindustry.biz/jobs//united-states/north-america/level-designer--id46315
- Assets Editor
- Online Editor http://www.gamesindustry.biz/jobs//north-east/england/uk-and-europe/online-editor-video-games-id47162

Graduates of NUC would be prepared for postgraduate study in a range of degree programs offered nationally and internationally. In alignment with NQF requirements the NUC graduate will have 80 ECTS in the specialisation of their choice with at least 20 ECTS of the specialisation at year level 2 or above. The following list is a representative sample of the diversity of choice available for our graduates:

- Master of Digital Media (Animation) University of New South Wales, Australia http://www.cofa.unsw.edu.au/degrees/postgraduate/coursework/master-of-digital-media/
- Master in Digital Media London Metropolitan University, London, UK
- Master of Science (Interactive Media and Knowledge Environments) Tallinn University, Tallinn, Estonia
- Master of Science (Media and Global Communication) University of Helsinki, Helsinki Finland http://www.helsinki.fi/globalmedia/admission/entry_requirements.html
- Master of Arts (Creative Digital Media) Dublin Institute of Technology, Dublin Ireland
- Master of Science (Media Culture) Maastricht University, Maastricht The Netherlands
- Master of Creative Media Technology University of Tasmania, Australia
- Maser of Science (Interactive Media) University College, Cork, Ireland http://www.ucc.ie/en/study/postgrad/what/sefs/masters/interactive/
- Master of Science (Advanced Multimedia Design and 3D technologies) Brunel University, UK
- Master of Science (Digital Cinema – Animation) DePaul University Illinois, USA
- Master of Interactive and Digital Media University of Sydney, Australia
- Master of Entertainment Technology Carnegie Mellon University http://www.cmuportugal.org/dynamic.aspx?id=2650
- Master of Arts (Media and Communication) Swinburne University Australia http://courses.swinburne.edu.au/courses/Master-of-Arts-(Media-and-Communications)--N0917/local#employmentoutcomes

Skills

In this degree program the use of the term "skills" refers to the acquisition of complex cognitive and/or physical behaviours that students practice throughout a course and the degree program to ensure that they can perform the skill proficiently and at an appropriate level to ensure successful functioning in a workplace environment. The NUC approach to skills development specifically addresses both the NQF Ferdigheter/Skills requirements and the appropriate EQF levels.

Students in the Animation specialisation will graduate from the Bachelor of Interactive Media (BIM) degree with the following skills:

- Technical skill and software knowledge, including but not confined to; 3D Studio Max, Adobe Premier and After Effects, Maya, and other contemporary software as used by animation practitioners in industry and other tertiary educational institutions globally

- An ability to implement research and development results by the use of problem-solving methodologies

- Design skill in animated sequences including inanimate objects and backgrounds

- Design skill in characterisation including behavioural, anatomical and physiological characteristics

- Skills in a variety of methodologies for creating visual assets ranging from film imagery, computer generated content etc

- Skill in the design, development and implementation of storyboards

- Skills in addressing scripting, timing and soundtrack requirements

Students in the Games specialisation will graduate from the BIM with the following skills:

- Proficiency in a range of contemporary tools and technologies required for games development across a range of platforms

- An ability to implement research and development results by the use of problem-solving methodologies

- Prototype development skills in a wide variety of game genres and platforms

- Written and verbal skills required to fulfil the documentation and project management expectations of the development process

- Skills in the design, creation and management of audio and visual assets for games development

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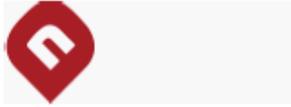
- Skill in development and project management using the Scrum or Agile Project Development methodological approach

Attitude (Generell Kompetanse)

In this degree program the use of the term "Attitude" refers to the ways in which students learn to respond, or relate, to persons, objects, situations, ideas, etc., in a professional and appropriate manner. These attitudes may comprise of affective or evaluative responses and constitute the whole constellation of beliefs, behaviours, desires, and other internal processes that might determine a student's behaviour in a work environment.

The NUC approach to the development of Attitudes directly complies and aligns with the NQF Generell Kompetanse requirements, in addition to the appropriate EQF levels.

Students enrolled in the Animation specialisation of the BIM will graduate with the following attitudes:

- Team-based collaborative work practices

- Awareness of the cultural and social sensitivities in creative and entertainment product development

- Professional ethics and expectations of self and colleagues

- Awareness of the creative process and the importance of cultivating creativity in self and others

- Reflects upon the practice of self and others

- Readily communicates and represents ideas

- Work ready

Students enrolled in the Games specialisation of the BIM will graduate with the following attitudes:

- Team-based collaborative work practices and attitudes

- Awareness of the cultural and social sensitivities in creative and entertainment product development

- Professional ethics and expectations of self and colleagues

- Awareness of the creative process and the importance of cultivating creativity in self and others

- Reflects upon the practice of self and others

- Readily communicates and represents ideas

- Appreciates the anthropological and sociological roots of game play

- Work-ready

Competence for further studying or work

Through the acquisition of the knowledge, skills and attitudes as defined above, our students gain at least the competence required for work in their discipline within the industry and in addition, upon successful completion of the degree, fulfill the requirements for entry into Honours/Masters level study at universities across the globe.

4 Study guide (plan) must show required parts

The revised Study Guide is attached. The following outlines the main changes we have made to the program in response to the committee's concerns:

The structure

The rationale for the core, specialist and elective courses and their relationship to each other are illustrated in the diagrammatic representation below.

Advancement levels

Depth

Students are expected to develop and enhance their knowledge, skills and attitudes incrementally throughout the 3 years of the program. With each semester, the content of each course is increasingly both complex and deep. In addition, assessment tasks increase incrementally in complexity and the depth expected of student participation and responses.

Online approach

Noroff has extensive experience with online education being a major source of learning for Noroff students for the last 10 years. Approximately 30% of the students currently enrolled at the vocational school are online students. In addition, Noroff has developed an in-house learning management system "Webstudent" currently used by more than 1300 students. This experience, combined with the approach developed by UNU/GVU, which to a large degree builds on principles in extensive use by Open University in UK, will be of great benefit to the NUC students and staff. However, NUC does not plan on introducing online education in the first years of the degree program.

Electives

Electives are offered in the 5th semester of the degree program. Please see below for further details.

Width

The structural development of the program is premised on 4 key areas. Please see attached diagrammatic representation.
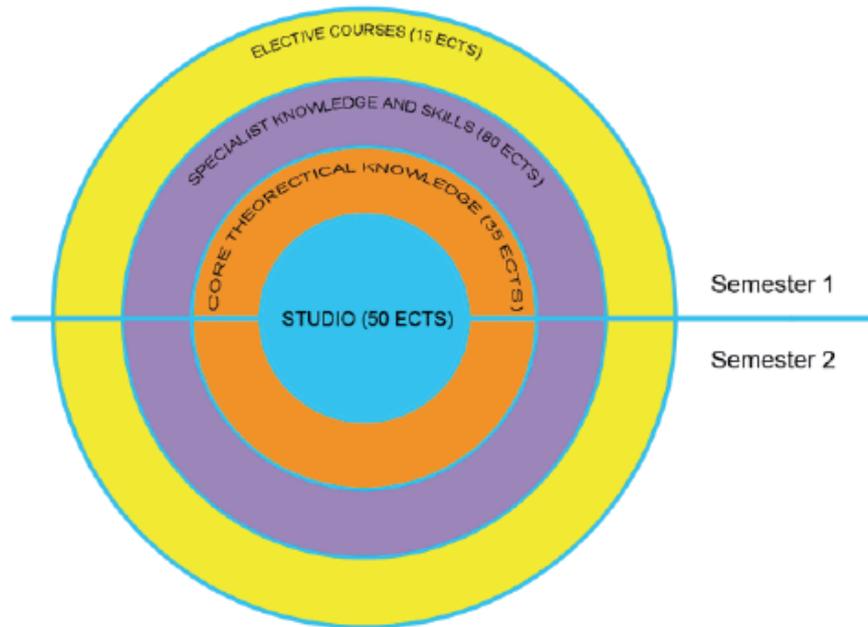
The figure above illustrates the relationship of the main structure of the program.

Studio (blue) 55 ECTS – These courses are central to the Noroff University College philosophic approach to education. In the Studio students will have the opportunity to work in collaborative problem-based learning environments, including their final year project.

Specialist knowledge and skills (purple) 85 ECTS - The NUC student is exposed to the specialist knowledge and skills required of an industry practitioner in the creative and entertainment industries and more specifically in the discipline of their choice either Animation or Games.

Core theoretical knowledge (orange) 25 ECTS. In these courses students will explore the critical theoretical debates and discourse within the creative and entertainment industries.

Elective courses (yellow) 15 ECTS. Students are offered the opportunity to further pursue their interests in greater depth by choosing electives that advance their knowledge in the discipline. Alternatively, students may choose to increase the breadth of their generalist discipline knowledge by selecting courses that widen their knowledge into areas related, but not specific to, their area of study.

5 Literature and lectures must be adequate to ensure students competence as described in the aims for the program'

Bibliographies and prescribed texts for many of the courses in the degree program will comprise of the seminal conceptual texts already mentioned in the course outlines. However, in this discipline innovation is crucial to the development of knowledge and subsequent outcomes, thus, many of the requisite resources should only be retrieved at the time of learning in order to ensure that the curriculum adapts to the contemporary research and development environment. Students will therefore have access to the most recent and innovative research available.

6 The program must give students introduction to:

Research (R&D)

All students are exposed to the precepts of research and development in each of the Studio subjects and will engage in research and development activities under the supervision of a variety of academic staff and industry practitioners.

However, the committee has highlighted the need for a specific unit of study directed at the acquisition of research skills. In addition to the first semester course of study "Problem based learning and research methodologies" a further course of study, "Critical Thinking and Research Skills" (see attached) has been developed and will be offered as an elective. This course introduces students to the theories and practices associated with critical thinking and scientific research. Students will consider the nature of knowledge and how we know what we know. It describes the principles of what is known as 'evidence-based practice' and explores the research process before looking at some of the ethical and political aspects of research.

The course examines in detail key research paradigms including the two principle approaches to research: quantitative and qualitative research, and introduces students to the key tools and techniques used in data collection and analysis including sampling, surveys, interviews, case studies, observation, experiments, and content analysis.

7 Lectures needs to be based on:

Relevant research

As is common practice in universities across the world, lectures will be prepared using contemporary/current research in the area to be taught.

Experienced teaching staff will prepare lectures with expertise in the specific topic of the lecture. In addition, teaching staff may also draw on their experience in the industry as creative practitioners, to augment the research in the area.

In particular, lecturers will rely on the works of seminal researchers such as:

Espen Aarseth
Jesper Juul
James Paul Gee
Noah Wardrip-Fruin
Roger Caillois
Janet H Murray
Katherine Hayles
Chris Crawford
McKenzie Wark
Katie Salen

Artistic development related work

As described above, teaching staff will prepare lectures using a variety of sources. In addition to those described above, students will have the opportunity to be taught by practitioners with relevant experience and creative practice in the area.

Relevant practice

In addition to that described above, the Studio courses are specifically designed to accommodate the inclusion of current practitioners from industry. Throughout the degree program, in both specialisations, students will have the opportunity to work with, and learn from, industry practitioners.

§ 2-1(2) In-house Competence, Staff and educational environment

1 Enough relevant staff, number/size needs to be addressed as:

Years of work (årsverk)

The staffing question is demanding at every start-up of a new program.

The Noroff approach has to take cost and risk issues into consideration and we have chosen the following:

a) Gradual introduction of program specializations. Noroff will start with only one of the specializations and others will follow at a later stage. This allows Noroff to build experience, recruit and develop our own staff and reduce the financial and academic risk. The first specialisation to be introduced will be Animation.
b) The introduction of online studies when sufficient experience with campus based education is achieved. (As detailed above Noroff has 10 years of experience with online education at the vocational school level).
c) Benefit from the extended use of tutors for online education.

d) Staff numbers will be increased in-line with an increase of volume of student enrolments. As specified in our application, additional academic staff with PhD's will be recruited. Since the application was lodged, the following has been agreed to:

    a. Dr Simon Lynch from University of Teesside, UK. Dr Lynch has a background in programming languages and has signed a letter of intent to relocate to Norway. His skills will be shared between the Bachelor of Interactive Media in topics such as Systems Design, Game Asset Production, Research Methodologies and the Bachelor of Digital Forensics and Network Security.

    b. In addition we have received expressions of interest from academics working with our partner in South Africa (please see attached CVs) who will be used as both lectures and tutors in core theoretical courses.

    c. Noroff has also entered into an agreement with Gimlekollen School of Journalism and Communication where they will provide teaching staff and advice in the implementation and running of the programs (please see attached CVs).

Adjusted to the need for lectures and supervising/follow up in the program

In addition to the information detailed above, plans for existing staff development and further education include the following:

Anette Skinnarland - currently committed to family however in the near future will pursue further study at Doctoral level in immersive learning environments.

Paul Bettinson – currently pursuing enrolment in Masters programs in online Adult Education.

Tor Jørund Pedersen – currently researching potential PhD programs in creative production processes at both local and international universities.

In response to the committees concern regarding the Games specialisation staffing, Dr Simon Lynch and Professor (Dr) Katherine Blashki, in addition to current staff will be sufficient to cover the teaching needs of the Games specialization.

Adjusted to the need for research in the program

Research activity is dependant on both the number of staff and research student enrolments in any tertiary education institution. It is expected that both will increase incrementally as NUC grows in both size and reputation. In the interim, all the staff involved in teaching will participate in research activities under the guidance of senior staff.

In addition, a mentor program will be initiated whereby each early career researcher will be assigned a mentor who will assist the ECR to achieve demonstrable research milestones and outcomes.

As mentioned above, staff will also have access to industry practitioners and partner organisations and it is expected that this will further enhance opportunities for research activity.

§ 2-1 (3) Library services

3 Library services
The committee's concerns with regard to library services were confined to the use of the term *Art*. As mentioned above Noroff has removed the term *Art* so all concerns have been ameliorated.

§ 5 Company regulations for the Board
The bylaws of NUC were previously discussed with NOKUT, and the advise given was to write the bylaws according to the requirements of "aksjeloven" in such a way that that the requirements of "høyskoleloven" could be accommodated.

Thus section 5 reads: *"Selskapets styre består av 5 til 9 styremedlemmer etter generalforsamlingens nærmere beslutning."*

Employees and students will have one member each on the Board with voting rights.

§ 5-1 Information about "Klagenemnd"
With regard to the committee's concerns about "klagenemd", Noroff have an agreement with a local institution – Gimlekollen School of Journalism and Communication (MhG).

Appendix 14 details the role, structure and function of "klagenemd" and the attached description derived from MhG presents regulations to be applied in NUC policies and procedures.

Kristiansand, 7 April 2011-04-06

Harald Holt
Chairman of the Board
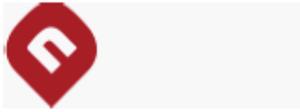
Attachments:

1. Study plan
2. New course description :
    a. Critical Thinking and Research Skills
    b. 3D animation 2 (Character studies)
    c. Game assets 2 (visual elements)
    d. Game assets 3 (audio elements)
    e. Rigging 1 (environment)
3. Klagenemd
4. Rammeavtale Noroff – Mediehøyskolen Gimlekollen
5. Letter of Intent Simon Lynch
6. CV : Simon Lynch
7. CV : Geir Magnus Nyborg
8. CV : Terje S. Skjerdal
9. CV : Kenneth Andresen
10. CV : Roy Emannuelsen
11. CV : Liani van Sraaten
12. CV : James Tayler

4   Sakkyndig tilleggsvurdering

Name of study program: Bachelor of Interactive Media
Name of the institution: Noroff Instituttet AS
Program in ECTS (studiepoeng): 180
On campus and online
Date of completion: 05.05.2011

1. Introduction
This report is an additional review of the Bachelor program and will thus only focus on the issues that were problematic or missing in the first review.

2. Standards and criteria for accreditation of program of study at first degree level
2-1 (1) A plan shall be available for each program of study.
1. The program of study shall have a representative name.
Studiet skal ha et dekkende navn.
Description
The name has now changed to "Bachelor of Interactive Media" with two specializations Animations and Games.
Assessment
The name does reflect the study well.
Conclusion
Yes.

2 .The objectives of the program of study shall be stated explicitly. These objectives shall state the knowledge, skills and attitudes that students are to have acquired on completion of the program of study, and the nature of the skills provided by the program of study in relation to further studies and/or professional practice.
Studiets mål skal være klart formulert. Av målene skal det framgå hvilke kunnskaper, ferdigheter og holdninger studentene skal ha ved sluttført studium, samt hva slags kompetanse studiet gir i forhold til videre studier og/eller yrkesutøvelse.

Description
The description does describe the objectives of the program through acquired knowledge, skills, attitude and competence for further study.
Assessment
The updated description has addressed the lack of realism and specifies now what kind of jobs the students may get after the study. The update is satisfactory.
Conclusion
Yes.

4. The plan shall set out the structure of the program of study and its compulsory and elective components; its breadth and level of specialization.
Planen skal vise oppbygging av studiet med obligatoriske og valgfrie deler, bredde og fordypning.
Description
The updated description focuses on animation and game design, and inconsistencies and problematic descriptions have been removed.
Assessment
The plan is now much more focused and makes more sense. The specializations are now focused and well described. The games specialization is now much more focused as the programming part has been removed.

Conclusion
Yes.

5. The syllabus and teaching shall be designed to provide students of the program of study with skills in relation to the program of study objectives.
Pensum og undervisning skal være egnet til å sikre kandidatenes kompetanse i relasjon til målene for studiet.
Description
The description has been updated and the committee sees that NOROFF has used our template for describing the program. The description is now much clearer and easier to comprehend. We notice that both for Animation and Games, you have introduced courses that build on each other. The references to forensic and security has been removed. Regarding the online part of the study, NOROFF claims to
Assessment
The main problem with previous version of the program was lack of focus and depth. These issues have now been addressed by removing one specialization and making the remaining specializations more focused. The length of courses is now better balanced, and the most important topics are now taught through following courses that increase in depth. Also the online version of the program will be incrementally implemented.
Conclusion
Yes.
However we recommend that the Studio (5ECT) in the first semester is replaced with the elective course Critical Thinking and Research Skills. This will solve two problems. First, it will be very difficult for the students to do the Studio in the first semester without any experience or any prior courses. Secondly, the Critical Thinking and Research Skills course will be a perfect introduction to the program and the Studio in second semester.

6. The program of study shall provide students with an introduction to research and development work.
Studiet skal gi studentene innføring i forsknings- og utviklingsarbeid.
Description
The program describe how the students are now being introduced to research and development work through the Studio subjects, the course "Problem based learning and research methodologies" and the course "Critical Thinking and Research Skills".
Assessment
The changes are satisfactory to give sufficient introduction to research and development work.
Conclusion
Yes, but see comments on point 5.

7. The teaching shall be based on relevant research, and professional or artistic or development work and experiential knowledge.
Undervisningen skal bygge på relevant forskning, samt faglig eller kunstnerisk utviklingsarbeid og erfaringskunnskap.
Description
The plan now states that the staff will base their lectures on work by well-known researchers.
Assessment
The change is satisfactory in order to bring in relevant research.
Conclusion
Yes.

2-1 (2) The institution shall maintain a stable body of academic staff assigned to the program of study.

1. The size of the academic staff shall be stated in terms of full-time equivalents (årsverk), and shall be adapted to the program of study requirements for teaching and academic supervision, and the researchbased and academic or artistic development work to be undertaken.
Størrelsen på fagmiljøet angis i årsverk, og skal være tilpasset undervisnings- og veiledningsbehovet for studiet, samt den forskning og det faglige eller kunstneriske utviklingsarbeidet som skal utføres.
Description
Noroff has come up with some additional person that can be used in the program, as well as using an incremental approach to introducing the program.
Assessment
The academic staff should be sufficient.
Conclusion
Yes.

5. For areas in which the institution requires supplementary competence, a realistic plan shall be produced for how this is obtained.
Description
Noroff has come up with some additional expertise that can be used in the program, as well as using an incremental approach to introducing the program.
Assessment
The academic staff should be sufficient.
Conclusion
Yes.

2-1 (3) Infrastructure shall be adapted to the organization and teaching and related to the program of study objectives.
3. Library services shall be readily accessible and commensurate with academic content and level of the program of study.
Bibliotektjenestene skal være lett tilgjengelige og i samsvar med studiets faglige innhold og nivå.
Description
Noroff has removed the term Art from the title of the study.
Assessment
As Noroff has decided to remove Art from the title of the study, the library services are now sufficient.
Conclusion
Yes.

2-1 (4) The institution shall engage actively in international cooperation within subject areas of relevance to the program of study.
Institusjonen skal delta aktivt i internasjonalt samarbeid innenfor fagområder med relevans for studiet.
Description
Noroff has removed the term Art from the title of the study.
Assessment
As Noroff has decided to remove Art from the title of the study, the international cooperating within subject areas of relevance is now sufficient.
Conclusion
Yes.

3. Conclusion
The committee is happy to see that all the problems from the last evaluation have been resolved through providing a more focused, structured, and better documented program.

The committee approves the Bachelor program.

The committee's recommendation on areas of further development of the program
The committee recommends that the Studio (5ECT) in the first semester is replaced with the elective course Critical Thinking and Research Skills. This will solve two problems. First, it will be very difficult for the students to do the Studio in the first semester without any experience or any prior courses. Secondly, the Critical Thinking and Research Skills course will be a perfect introduction to the program and the Studio in second semester.
The committee also recommends that the two specialization areas (animation and games) have joint projects in later semester of the study.

5 Vedtak

Noroff AS (Noroff) søkte NOKUT om akkreditering av bachelorstudium i Art and Interactive Media (180 sp). Søknaden er søkt og vurdert etter Forskrift om standarder og kriterier for akkreditering av studier og kriterier for akkreditering av institusjoner i høyere utdanning av 25.01.2006. De sakkyndige avga sin uttalelse i rapport datert 11.02.2011. I henhold til NOKUTs rutiner ble rapporten oversendt Noroff for kommentarer. De sakkyndig har vurdert Noroffs kommentarer i tilleggsvurderingen datert 06.06.2011. De sakkyndige mener at endring av studiets navn til bachelor i Interactive Media, med spesialiseringer i Animations og Games, er dekkende navn for studiet.

NOKUT vurderte at vilkårene i NOKUTs forskrift om akkreditering av studier er oppfylt når Noroff kan dokumentere ansettelse av nøkkelpersoner som beskrevet i tilsvaret fra Noroff. NOKUT sendte tilsagn om akkreditering til Noroff 28.06.2011. Noroff sendte dokumentasjon om ansettelse 13.02.2012. Da den fagpersonen som opprinnelig ble vurdert av de sakkyndige er blitt erstattet med en annen, var det nødvendig å få en sakkyndig vurdering av dette. De sakkyndige har gitt sin uttalelse, henholdsvis 27. februar og 17. mars 2012, om at «Noroffs ansettelse av Morten Goodwin som "associate professor" innen "Senior lecturer computers and programming" dekker den faglige kvaliteten som Noroff trenger innenfor dette fagområdet. Goodwin er godt kvalifisert og virker som en god kandidat til denne stillingen.».

Med dette oppfyller Noroff vilkårene i NOKUTs forskrift, og følgende studium akkrediteres:

- Bachelor i Interactive Media med spesialiseringer i Animations og Games (180 studiepoeng), stedsbasert
- Bachelor i Interactive Media med spesialiseringer i Animations og Games (180 studiepoeng), nettstudium

Akkrediteringen er gyldig fra vedtaksdato.

NOKUT forutsetter at Noroff fyller de til enhver tid gjeldende krav for akkreditering. I tillegg forventes det at Noroff vurderer de sakkyndiges merknader og anbefalinger i det videre arbeidet med utvikling av studiet.

Noroff må søke Kunnskapsdepartementet om rett til å etablere graden, jf. universitets- og høyskoleloven § 3-2 (1).

6 Dokumentasjon

Søknad, supplert og revidert utgave 11.10.2010 –7

Sakkyndig rapport 11.02.2011-17

Kommentarer til sakkyndig rapport 05.04.2011-19

Tilleggsvurdering 06.06.2011-23

Svar på tilsagn 09.02.2012-30

Sakkyndig vurdering av kompetanse 27.02.2012-32 og 17.03.2012-33