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## Meeting in the Educational Committee of Bachelor in Animation

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Location:  
Online and at The Animation  
Workshop, Kasernevej 5, Viborg  
(Big Meetingroom)

Meeting date:  
Wednesday, April 15, 2026  
12.30-15.30

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### Participants

Julie Raunsmødt Peitersen  
Mikkel Mainz  
Gry Lindebjerg  
Camila Moreano-Nielsen  
Peter Dyring-Olsen  
Sophie Refshauge Møller  
Kasper Kruse  
Magnus Møller  
Sofie Stubbe  
Uri Kranot

### Declined

Kristina Sletting Jensen  
Astrid Refstrup  
Mario Grosu  
Emile Gignoux  
Shelley Page

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## SUMMARY/ AGENDA

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Meeting chair:

Referent:  
Anna-Maj Geyti

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Date: 21 April 2026  
J.no.: Insert j.no.  
Ref.: Insert reference

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### Attachment

- *Results for Animation from Denmark's Study Survey 2025* (unfortunately only in Danish)
  - *Evaluation of the work in the educational committees at TAW 2022-25.* (In both English and Danish)
  - *Study Program for Animation 2026 (NB: Work in Progress, please do not share).*
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## Minutes

### 1. Welcome

12.30-12.35 (Peter Dyring-Olsen)

#### a. Welcome

#### b. Approval of agenda

#### c. Election of meeting chair.

## **Minutes:**

The agenda was approved.  
Julie was elected as the meeting chair.

## **2. News from the bachelor department**

### **Denmark's Study Survey 2025**

12.35-13.20 (Peter Dyring-Olsen)

Every other year, the Danish Study Survey is carried out across all higher education programmes in Denmark. The purpose of the survey is to provide systematic knowledge about student well-being and learning, and to create dialogue about the study and learning environment at VIA. The study survey also forms the basis for mandatory educational environment assessment.

The results are also used to follow up on strategic initiatives, and data from the study survey are translated into key figures in VIA's quality system and contribute indicators to VIA's strategic framework contract.

At the meeting, selected results from the Danish Study Survey for Animation will be presented, and there will be an opportunity to discuss the responses.

Attachment: *Results for Animation from Denmark's Study Survey 2025*

## **Minutes:**

Response rate: 61 % (125 of 205 students).  
Overall, the results are very positive.  
The students' stress is centered around the future or private situation.

### **Perspectives on the Future**

Mikkel emphasized the growing relevance of software solutions that simplify workflows and production pipelines. Due to technological developments, certain projects can already be produced - or soon will be - much faster than before. Broadcasters are increasingly interested in both innovative projects that rely on new technologies and in more traditional productions. For educational institutions, it is therefore important to actively engage with these developments. Implementing new pipelines is a time-consuming process, and the industry will increasingly need employees who are capable of supporting and implementing new workflows. The school should support students in exploring and understanding different production methods and approaches.

### **TAW Core Values**

Sophie stated that craftsmanship should be a core value of TAW. Technological innovation should not be regarded as a foundational skill in itself, but rather as something that builds upon strong craftsmanship. Mikkel added that both creativity and craftsmanship should form the foundation of the programme. Kasper highlighted that, within the bachelor programme, craftsmanship and collaboration should be the primary focus. Magnus noted that while the school should maintain a strong focus on foundational skills, there may be elements of the curriculum that could be reconsidered in order to not take away focus from the foundation. Collaboration was repeatedly emphasized as essential, particularly in a professional production context.

### **Defining Craftsmanship in CG and CA**

Kasper raised the question of how craftsmanship should be defined within CG. Magnus and Sophie pointed to the importance of having "the eye" (a trained visual and artistic sensibility) for both CG and CA. For CA, craftsmanship involves an understanding of movement, acting, timing and spacing. In CG more broadly, it includes a solid understanding of basic design principles. Concerns were raised that TAW students are currently limited by slow, rigid, and sometimes outdated workflows. Greater emphasis should be placed on training students to work quickly, iterate frequently, and

engage in continuous experimentation, allowing design and artistic intent to drive the work rather than the technical process itself.

### **Competencies and Industry Needs**

Gry shared insights from research conducted by Avenue, highlighting the importance of a combination of hard skills, soft skills and adaptability. As professionals rarely work within the same pipeline from project to project, the ability to adapt is crucial.

The following competencies were identified as particularly important for future professionals:

- Technological curiosity
- Adaptability
- Problem-solving skills.

### **3. News from the members**

13.20-13.40 (Camila Moreno og Sofie Stubbe)

The student representatives will give a short update from the student body.

Camila: 3<sup>rd</sup> year CG

Sofie Stubbe: 2<sup>nd</sup> year CA

#### **Minutes:**

##### **Student Council**

The role of the student representative is to bring relevant points from the Educational Committee into the Student Council. It was emphasized that the Student Council plays a natural and important role in the overall student environment.

Recently the Student Council has been working on updating the shared calendar for student activities ("Super Calendar"), improving communication around student-led initiatives.

In addition, students are in the process of writing a formal letter expressing concerns about the consequences of recently introduced tax legislation for guest teachers. Kasper noted that the school is collaborating with other creative institutions facing the same challenges. This includes joint political lobbying efforts aimed at achieving a better and more sustainable solution.

##### **Class Work and Student Projects**

Camila shared reflections from the 3rd Year Project, highlighting that it has been particularly interesting to learn about game development as part of the project work.

Sofie S discussed the 2nd Year Project, which involves producing a 35-second 3D piece for an art museum. The project has involved a high level of pressure, as it is the students' first experience working with an external client and their first cross-disciplinary collaboration between CA and CG on a 3D project. Sofie S noted that her group has actively worked with team building and soft skills, which has helped address miscommunication and resolve conflicts within the group. In terms of hard skills, the students are working in Unreal Engine to gain practical experience and are consciously trying to expand and broaden their technical skill sets.

#### **BREAK (10 minutes)**

### **4. New Study program 2026**

13.50-14.20

Due to the reform, the programme will be shortened with 15 ECTS credits from the intake 2026.

This leads to a restructuring of the program and a general update on the study program (studieordning).

Before sending it to VIA's legal department it is part of the process that the changes come to the educational committee for consultation. After this the chairperson of the body of external examiners comment on the changes. The last step is approval by the board of directors in VIA.

At the meeting, Peter will go through the major changes.

Based on Peter's presentation and the submitted material, it is recommended that the Committee approve the study program for submission to the Board for final approval.

Attachment: *Study Program BA in Animation 2026*

Please note: The content of the draft study program is complete, but proofreading is still pending, and questions have been inserted for the legal team. Please do not share the document with others.

## **Minutes:**

### **Comment**

Julie noted that it is difficult to take a position on a document of this size without having it properly presented or reviewed together. As she is not familiar with this type of document, it is challenging to provide meaningful feedback or comments without further introduction or explanation.

Peter gave an overall introduction to the new study programme:

### **New Study Programme 2026**

#### **Overall Philosophy**

- Maintain a strong focus on craft and team-work
- Focus on 1st year for now, so we can dive deeper into later elements from now on.
- Attempt at reducing resources for exams while maintaining quality
- Make room for experimenting and trying out new software
- Maintain Final Project
- More career guidance towards the end of the program

#### **Programme Structure**

- 1-3. semester: Focus on fundamental skills. Building from the ground up.
- 2. semester: collaborative project
- 3. semester, CA: from 2D to 3D
- 4. semester: collaborative project and specialization through electives. Preparation for Final Project.
- 5. semester: Final Project
- 6. semester: internship (full semester, late in the program still)
- 7. semester: portfolio and a more practice-oriented bachelor project.

Semesters 1–6 will each carry **30 ECTS**, while Semester 7 will carry **15 ECTS**.

It was discussed that the bachelor project could potentially take the form of an R&D project at the company where the student is completing their internship. The committee reflected on different possible models for this approach.

#### **Discussion on the Final Project**

Magnus raised the question of what the Final Project should ideally represent for students and what its concrete benefits are. Uri explained that the Final Project is intended to be the culmination of learning and practice from the earlier years of the programme, during which students professionalize their role within a production context. Magnus suggested that smaller projects with stronger individual ownership might be more beneficial.

Sophie pointed out that electives already exist to support students who prefer more self-directed study. Peter added that electives could also be structured as shorter projects with smaller groups.

Mikkel emphasized that the Final Project represents the ultimate test of teamwork, reflecting real industry conditions where professionals often contribute to projects that are not their own. He noted that he

personally gains valuable insight from discussing large collaborative projects with graduates, especially in understanding the type of professional they are.

Magnus expressed concern regarding the ambition and originality of Final Projects, noting that other schools are continuously improving, which increases competition. He further suggested working in a more iterative and exploratory way. Sophie proposed that introducing more smaller projects during the first and second years could be beneficial. Camila supported this idea, referring specifically to the creature project, and suggested that it would be valuable if students could develop multiple creatures within the same timeframe instead of only one.

## **Conclusion**

The committee approved the new study programme and agreed to submit it to the Board of Directors for final approval.

## **5. Evaluation of the committee work**

14.20-14.55 (Peter Dyring-Olsen)

In the autumn of 2025, VIA's educational committees will have been active for three years, approaching the end of their current term, which concludes in July 2026. During this period, the committees have gained valuable experience in their work. In order to be able to build on these experiences, VIA has asked all committee members to evaluate their time in the committee and provide feedback. The members received a survey in November, and the responses have been passed on to VIA's Dean Team, Executive Management, and Board of Directors in December.

The results will also be discussed at this final committee meeting, with the aim of preparing for the launch of the new committee in autumn 2026.

At the meeting, we would like the committee to formulate recommendations for the incoming committee and for how TAW can best prepare for the new term.

Please prepare for this agenda item by reading the attached note, *Evaluation of the Work in the Educational Committees at TAW 2022–25*, and by considering which topics you would like to discuss during the meeting.

## **Minutes**

### **Student Perspectives and Committee Coherence**

The committee discussed how to ensure stronger coherence between the Student Council and the Educational Committee. Sofie S suggested establishing a structured and systematic role-exchange process, where responsibilities and knowledge are formally handed over to the next representative to ensure continuity.

### **Engagement and Visibility**

Peter proposed that committee meeting days could include additional activities, such as talks or presentations for students, to strengthen visibility and engagement. Sophie noted that this can be challenging to organize during regular working days, particularly when committee members are attending as part of their paid employment.

### **Membership Commitment and Expectations**

The committee discussed the need to address situations where members hold a seat but do not actively participate. One proposed action was to introduce consequences for long-term non-attendance, for example losing one's seat after not attending meetings for a full year.

It was also emphasized that new members should receive a thorough introduction clearly outlining the expected time commitment. Setting expectations from the outset was seen as essential for engagement and sustained participation.

The committee agreed that it is beneficial to have several alumni members, as they bring valuable insight and an understanding of the school's culture and educational structure.

### **Continuity and Focus in Committee Work**

Magnus highlighted the importance of creating a clear connection ("red thread") between what is discussed in committee meetings and what is actually implemented or reflected in the educational programme. It was proposed that the incoming committee could work with a defined number of focus themes throughout the committee period to ensure direction, relevance and continuity.

### **Meeting Structure and Follow-Up**

Sophie suggested that each meeting should conclude with a clear wrap-up, outlining action points and responsibilities: who does what, what needs follow-up, and whether any preparation is required before the next meeting. This was highlighted as a way to make participation more meaningful and to strengthen commitment and accountability.

## **6. AOB**

14.55-15.00

### **Minutes:**

Peter thanked the members for their engagement and participation in the committee during the last four years.