

Programme description

# Bachelor in Graphic Design

180 credits

2022-2025

*The study programme was accredited by NOKUT on 12/01/2011 and re-accredited by the Board:  
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# 1. Introduction

The Bachelor in Graphic Design at Kristiania University College provides a robust practical and theoretical introduction to visual communication. The programme prepares students for working as graphic designers or further study at master level in the field of graphic design or related disciplines.

Graphic design is a creative, practical and intellectual field of study. The task of a graphic designer is to find visual solutions to communication tasks. In addition to creative skills, it requires the designer to develop concepts, understand target groups, apply relevant methods and critically evaluate the solutions they create. As reflective practitioners, students are asked to see themselves and their practice as a part of society, not as something that is isolated from the rest of the world.

The aim of the programme is to train graphic designers with skills that are in demand both now and in the future. The programme works closely with the industry and reflects the breadth of the discipline. Students are first introduced to exploratory and process-based work with basic design elements and principles before starting to perform industry-relevant graphic design assignments within the fields of information design, interactive design, editorial design and visual identity. During the second half of the programme, students are encouraged to develop their own “voices” as designers through speculative, critical and artistically exploratory graphic design projects.

Creative work is central to most courses. Students perform assignments through the use of both printed and digital media, in 2D and in spaces. These creative courses are complemented by academic courses that help increase students’ historical, strategic, critical and methodological understanding of their own and related fields, thereby enriching and underpinning their creative practices.

Upon completing their studies, students may seek employment as graphic designers or design consultants, “in-house” at a company or organisation, or they may start their own business. Relevant jobs can also be found in related industries such as advertising, PR and communications, film and TV production, publishing, newspapers and magazines etc.

Having completed the bachelor’s degree in Graphic Design, students will be qualified to apply for master’s programmes in Norway and abroad. Relevant options in Norway include the master’s in design at the Oslo National Academy of the Arts and the University of Bergen. Examples of international master’s programmes that students will be qualified to apply for include the master’s in Communication Design at RMIT and the MA Graphic Media Design at the London College of Communication. Please note that some of these programmes have strict admission criteria.

## 1.1 Formal requirements

### **Admission**

In order to apply to this programme, you need to fulfil the formal requirements and pass an entrance examination. A strong interest in and some prior knowledge of visual communication and design are also required. This is assessed based on the entrance examination, which must be passed in order to be admitted to the programme. Applicants will be ranked based on a combination of formal requirements and results from the entrance examinations.

In order to fulfil the formal requirements, students must be able to document one of the following points:

- General University and College Admissions Certification
- General University and College Admissions Certification following subject training with a craft certificate or vocational experience and education according to the 23/5 regulation
- Prior learning and work experience

Applications based on prior learning and work experience will be processed individually and the applicant must document that they have the qualifications necessary to obtain the level of expertise required to complete the programme.

### **Entrance examination**

An entrance examination must be submitted/completed together with the application. A description of the entrance examination and the assessment criteria will be published on the University College website in good time before the application deadline. Further information can be found here: <https://www.kristiania.no/studere-hos-oss/opptaksinformasjon/>

Please refer to the *Regulations concerning admission to higher education* and the *Regulations concerning admission, courses, degrees and examinations at Kristiania University College* for further information about admission and formal requirements.

## 2. Learning outcomes

All study programmes at Kristiania University College have adopted overarching learning outcomes that each student is expected to have achieved having completed the study. The learning outcomes describe what the student is expected to know and be able to do as a result of the learning processes undertaken on the programme. Learning outcomes are divided into three categories: knowledge, skills and general expertise.<sup>1</sup>

### Knowledge

The Student...

- has broad knowledge of central topics and theories within graphic design, such as design history, design criticism, colour theory, interactive design, composition, marketing, editorial design, semiotics, typography and visual identity.
- is familiar with research and development in graphic design.
- is able to give an account of relevant literature, digital resources and professional arenas for graphic design which can be used to update relevant professional and cross-disciplinary knowledge.
- is familiar with how graphic design is used in various disciplines, contexts and historical perspectives.

### Skills

The Student...

- is able to apply professional knowledge and innovation from research and development when developing and justifying design solutions.
- is able to reflect on their choice of sources, methods, visual expressions, craftsmanship and presentation of design solutions and can adjust them under guidance.
- is able to find, organise and interpret visual, textual and other information and apply this to highlight academic questions, both as part of a creative design process and in preparing an academic text.
- is able to use relevant physical and digital tools to create graphic design to a good standard of craftsmanship.

### General Expertise

The Student...

- is able to critically reflect upon academic and professional ethical issues in relation to the development of graphic design solutions.
- is able to plan and implement a design process and its phases, independently and in collaboration with peers.

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<sup>1</sup> Read more about learning outcomes and the Norwegian National Qualifications Framework here: [https://www.nokut.no/siteassets/nkr/nasjonalt\\_kvalifikasjonsrammeverk\\_for\\_livslang\\_laring\\_nkr\\_nn.pdf](https://www.nokut.no/siteassets/nkr/nasjonalt_kvalifikasjonsrammeverk_for_livslang_laring_nkr_nn.pdf)

- is able to convey professional knowledge, experiences and own design solutions using a wide range of expressions.
- is able to justify and argue for strategic, functional, aesthetic and technical decisions and, through discussion with colleagues, contribute to developing their own and others' design practice.
- is familiar with new tendencies and trends in the field as well as relevant forums for dissemination and discussion on innovative projects in graphic design and related disciplines.

### 3. Course structure

The bachelor's degree in Graphic Design is a three-year study that totals 180 credits, of which 172.5 credits are comprised of compulsory courses and 7.5 credits of elective courses. The programme comprises a set of courses shared with other programmes within the field totalling 22.5 credits, specialisation courses specific to this programme worth 127.5 credits and a thesis worth 22.5 credits.

The programme runs over six semesters and is structured as follows:

<b>Bachelor in graphic design</b>			
first semester	<b>Typography, form and tools</b> 22.5 credits		<b>Introduction to higher education</b> 7.5 credits
Second semester	<b>Design History</b> 7.5 credits	<b>Problem-solving in graphic design</b> 22.5 credits	
Third semester	<b>Marketing and consumer behaviour</b> 7.5 credits	<b>Visual Identity</b> 22.5 credits	
Fourth semester	<b>SADM elective course</b> 7.5 credits	<b>Corporate Social Responsibility in graphic design</b> 15 credits	<b>Graphic design criticism</b> 7.5 credits
5. semester	<b>Artistically exploratory graphic design</b> 7.5 credits	<b>Own-choice graphic design project</b> 15 credits	<b>Industry knowledge</b> 7.5 credits
		<b>Alternatively: Supervised professional training in graphic design</b> 22.5 credits	
	<b>Alternatively: Exchange visits</b> 30 credits		
Sixth semester	<b>Design research methodology</b> 7.5 credits	<b>Thesis (Graphic Design)</b> 22.5 credits	

**Table 1. Structure of courses in academic years 1-3**

The fifth semester offers five different specialisations in which students choose between tuition on campus, a practice placement or a semester abroad.

<b>Specialisation courses</b>	<b>Academic subject courses</b>	<b>Elective course or exchange visit</b>
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### 3.1 Academic progression

The bachelor's degree in graphic design is a three-year programme generating 180 credits, of which 150 credits are covered by specialisation courses.

The first four semesters of the programme are built around a number of long practical specialisation courses: "Typography, shape and tools", "Problem-solving in graphic design", "Visual identity" and "Corporate Social Responsibility in graphic design". In these courses, students will practice performing graphic design assignments of increasing complexity. The long practical specialisation courses are complemented in each of the first four semesters by one or two thematically affiliated shorter courses that add contextual, historical, critical or theoretical understanding: "Introduction to higher education", "Design history", "Marketing and consumer behaviour" and "Graphic design criticism".

After two years of studies, students will have acquired the necessary knowledge and skills to solve a broad range of design tasks and are ready to adapt their programme to their independently defined interests. In the fifth semester, students can choose between three different options: supervised professional training at an external company, student exchange at qualified educational institutions abroad or teaching at the University College. The programme concludes with an extensive theoretical and practical bachelor project chosen, planned and executed by the student generating 22.5 credits.

The progression from semester to semester will gradually develop students' expertise and independence in the field. The programme begins by introducing key elements and principles before applying students' acquired skills to perform increasingly complex design tasks. At the same time, students are gradually introduced to a broader understanding of what a graphic designer can contribute in terms of professional solutions, strategically anchored commercial problem-solving and active social impact and criticism.

One academic year lasts 10 months and comprises 60 credits. The bachelor in graphic design is a full-time course of study and students are expected to concentrate on their studies as if they were a full-time job (approx. 40 hours a week). The workload involved in a course worth 7.5 credits is estimated to be around 200 hours. The balance between teacher-led tuition and independent work is explained in each course description.

Specialisation courses (including the thesis) account for 150 credits, thus meeting NOKUT's stipulation that specialisation in a discipline must generate at least 80 credits.

### 3.2 Courses in the first academic year

#### **First semester: Introduction to fundamental themes, methods and tools.**

During the first semester of the programme, students are introduced to basic elements and principles in graphic design, different tools, methods and techniques, as well as a process-

based working methodology. Students also learn what it means to study at a higher education institution. The aim of the semester is to provide students with the necessary theoretical and practical foundation required to perform simple design tasks and succeed as students at bachelor's level.

Course name	Credits	Description
<b>Typography, form and tools</b>	22.5	This course provides students with an introduction to the fundamental building blocks for graphic design. The focus is not on the development of finished “products” or “solutions” but on practical process-based work in which students will explore typography and design elements and principles, as well as their effects, using different methodological, physical and digital tools. Documentation and presentation of the process is an important aspect of the course.
<b>Introduction to higher education</b>	7.5	This course provides an introduction to the working and learning methods used in higher education. The aim is to teach students to think critically and provide an insight into scientific and academic thinking. In this course, students will be introduced to scientific methods, the difference between qualitative and quantitative methods, data collection, source criticism, artistic development work, ethics and academic writing, as well as data protection (GDPR) and notification requirements. The critical academic reflection will be linked to the student's field.

Table 2. Courses in the first semester

### Second semester: Problem-solving and the history of the field

During the second semester, students will further develop their theoretical and practical foundations. By learning about the history of their own and related fields, students acquire theoretical knowledge and methods that are applied to contextualise their own work and the work of others. Graphic design is presented as a problem-solving activity, in which the basic knowledge and skills from the first semester are applied in an industry-related context. This occurs within the framework of three selected disciplines and provides students with an increasing understanding of the complexity of the field.

Course name	Credits	Description
<b>Design History</b>	7.5	This course provides an introduction to modern design history, from the industrial revolution through to the present day. Students become familiar with the most important styles in design history, how these styles were characterised and the different historical forces that influenced historical style developments. A critical selection of historical objects and actors of relevance to the associated study programmes will be presented and discussed, with reference to influential contemporary texts. During this course, students will acquire knowledge that equips them to reflect upon their own professional abilities in a historical context and methodological skills that can be used in the interpretation of contemporary and historical design solutions.

<b>Problem-solving in graphic design</b>	22.5	In this course, students learn to solve academic problems through work on practical tasks anchored in three selected basic disciplines within graphic design: information design, interactive design and editorial design. Students will acquire knowledge and skills relating to selected methods, theories and tools through the learning activities of the programme and these will be used to inform and structure design processes, as well to create suitable professional results with an engaging and relevant visual language. Students will work in an industry-related context in which the needs, expectations and desires of users, readers and recipients are taken into account. Furthermore, the course continues to build on the knowledge and skills acquired during the first semester and enables students to solve increasingly large and complex problems later on in the programme.
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Table 3. Courses in the second semester

### 3.3 Courses in the second academic year

#### Third semester: Strategic graphic design

In this semester, students will learn to develop strategic design solutions. This starts with a theoretical introduction to marketing and consumer behaviour, in which students will acquire an understanding of markets, target groups and consumers. This knowledge will be taken into a large practical course in which students will develop strategically anchored visual identities and design knowledge and skills developed earlier in the programme will be applied in a new and more complex context. During the implementation of the first half of the programme, students will have received an introduction to the basic principles, history and most important disciplines in the field.

Course name	Credits	Description
<b>Marketing and consumer behaviour</b>	7.5	This course provides an introduction to marketing as a discipline, techniques and business philosophy. Students will be taught market and target group analysis, marketing strategy, market planning, impact measurement and control. Particular emphasis will be placed on how consumers navigate the market, the different decision-making processes used by customers and the results of these decisions. Other central topics include relational and societal perspectives on marketing, as well as marketing communications.
<b>Visual Identity</b>	22.5	This course provides an introduction to the development of visual identities anchored in strategic design processes. "Visual identity" refers to the use of visual instruments in the communication interfaces used in products, services, organisations and companies, enabling them to appear in the market with their own identity. Students learn to develop complex visual systems, in which visual elements are primarily understood as identity-creating and holistic thinking is central in all communication interfaces, media and interactive elements. Furthermore, students learn how companies can use visual identities to reach strategic goals and how to structure a strategic design process. Students will acquire knowledge of tools and methods used to strategically anchor design solutions and concepts, as well as how service-dominant logic can be used to develop brands and design solutions.

Table 4. Courses in the third semester

### Fourth semester: Critical perspectives on graphic design

From this semester, students will start to explore aspects and perspectives of graphic design that extend beyond the commercial business relationship and place it in wider academic, artistic, personal and societal contexts. Students start the semester with a course of their own choosing from a portfolio common to all students at the School of Arts, Design and Media. The rest of the semester is set aside for a critical exploration of the role of graphic design in society. Students examine how graphic design can contribute to solving relevant societal problems and will place a critical spotlight on graphic design as a profession, process and end result through reflection and/or creative practices.

Course name	Credits	Description
<b>SADM Elective Course</b>	7.5	Available courses will be announced in advance on the Kristiania University College website and through the learning platform.
<b>Corporate Social Responsibility in graphic design</b>	15	This course provides an introduction to the opportunities graphic designers have to work towards positive societal changes and emphasises reflection on the role of designers in society in general. A conceptual approach will be used to explore concepts such as “wicked problems”, sustainability and universal design.
<b>Graphic design criticism</b>	7.5	This course provides an introduction to design criticism as a discipline and method for critical reflection. The aim is for students to be able to systematically assess the design projects of others, the design industry, design training and phenomena therein to further develop their abilities to critically reflect upon and complete independent design projects.

Table 5. Courses in the fourth semester

## 3.4 Courses in the third academic year

### Fifth semester: Three options

This semester offers three options. Learning outcomes will depend on which option students choose and are therefore an indication of the skills they will have acquired upon completion of the course. Both **Option 1** and **2** include a course that highlights the importance of artistic development work and elective projects in graphic design. After this course, students who have selected Option 1 will plan and complete a project of their own choosing and complete a course in industry knowledge. Students who have selected **Option 2** will spend the rest of the semester completing supervised professional training at a company, where they will acquire relevant industry experience. Students wishing to apply for an exchange to an accredited educational institution abroad may do so as part of **Option 3**. The following tables show the three study options available in the fifth semester:

#### *Option 1*

Course name	Credits	Description
<b>Artistically exploratory graphic design (common to option 1 and 2)</b>	7.5	This course provides an introduction to graphic design as an artistically exploratory practice and provides students with a basic introduction to artistic development work as a research tradition. On the basis of a given subject, the student will develop an independent art-focused project during the course, emphasising independent academic development through exploration and experimentation. The project will act as a free space released from any consideration of target groups and clients, where students' own professional interests and intellectual curiosity form the basis for the work. The project will result in an independent "work" or end product that is submitted and presented towards the end of the course. A central objective of this project work is to acquire new insights, awareness and knowledge within the areas that are explored. In extension of the above, the course also emphasises reflection on the student's own work and work process.
<b>Own-choice graphic design project</b>	15	This course provides students with the opportunity to complete a self-defined graphic design project that continues to build on the knowledge and experience acquired in earlier courses in the programme. Students will independently identify a problem relating to a personal, academic, societal or other topic and will solve this problem using relevant insights and working methods, with reference to literature of their own choosing.
<b>Industry knowledge</b>	7.5	This course provides an introduction to issues linked to awareness-raising in relation to how students come across as designers and potential jobseekers. The work in this course provides basic knowledge of starting, running and promoting your own business. Students will prepare project plans, demonstrate how they present quotes to a potential customer, enter into contracts, as well as dealing with budgets and invoices. This course provides a basic introduction to copyright, design protection (patents) and your legal rights as a designer.

Table 6. Courses in the fifth semester, Option 1

*Option 2*

Course name	Credits	Description
<b>Artistically exploratory graphic design (common to option 1 and 2)</b>	7.5	This course provides an introduction to graphic design as an artistically exploratory practice and provides students with a basic introduction to artistic development work as a research tradition. On the basis of a given subject, the student will develop an independent art-focused project during the course, emphasising independent academic development through exploration and experimentation. The project will act as a free space released from any consideration of target groups and clients, where students' own professional interests and intellectual curiosity form the basis for the work. The project will result in an independent "work" or end product that is submitted and presented towards the end of the course. A central objective of this project work is to acquire new insights, awareness and knowledge within the areas that are explored. In extension of the above, the course also emphasises reflection on the student's own work and work process.
<b>Supervised professional training in graphic design</b>	22.5	This course provides professional experience of graphic design work. During the supervised professional training period, students will work with real projects and clients at a company. This course provides insight into everyday working life, as well as the opportunity to develop a network of contacts within the industry. Throughout the period, students will document

their practical work and will provide a written evaluation and summary of their experiences in the form of a process journal. Students will also attend certain teaching sessions at the University College.

Table 7. Courses in the fifth semester, Option 2

### Option 3

Course name	Credits	Description
<b>Student exchanges at partner institutions abroad</b>	30	Students may apply to participate in student exchanges at one of the University College's partner institutions abroad during the fifth semester. Students will follow the teaching at the institution in question and learning outcomes will therefore depend on the courses they choose.

Table 8. Courses in the fifth semester, Option 3

### Sixth semester: Independent reflective practice

This final semester starts with a summary and recontextualisation of methods learned earlier in the programme to provide students with a deeper understanding of how these can be applied as an active and integral part of the design process. The semester concludes with the large-scale bachelor's thesis, in which students will translate the theoretical and practical knowledge and skills acquired during the programme into an extended exploratory project of their own choosing, as well as associated written work.

Course name	Credits	Description
<b>Design research methodology</b>	7.5	In this course, students will exchange knowledge of methods and techniques learned at earlier stages of the study programme through an interdisciplinary community. Through lectures and practical exercises, students will be exposed to selected methods for data collection, generation and analysis that are of relevance to the represented design disciplines. In this course, students are encouraged to consider design as an exploratory process and the designer as a reflective practitioner. In order to support this perspective, students are asked to reflect upon their own and others' use of methods to contribute towards greater independence in the design process, which will be beneficial for the final thesis.
<b>Thesis (Graphic Design)</b>	22.5	In this final assignment, students should demonstrate that they are capable of in-depth study and of applying the knowledge and skills they have acquired throughout the programme. They will undertake a larger design project of their own choosing, resulting in a practical design solution and written piece linking the solution to the theoretical subject matter.

## 4. Teaching and assessment forms

### 4.1 Educational platform and implementation of teaching

The bachelor's degree in Graphic Design programme has been structured in such a way that the courses and work on these courses will help students progress towards the intended learning outcomes described in Chapter 2 of this programme description.

In most courses, students will encounter a mixture of different working and teaching methods. In addition to traditional academic teaching methods such as lectures, emphasis will be placed on supervision and practical “workshops” or seminars. Supervision primarily takes place in groups, but individual supervision also occurs. In some courses, students will work together in groups.

There will be extensive use of case studies to bring the various courses to life. Some of these will involve genuine clients to inject an enhanced degree of realism into the projects. Guest lecturers from the business community and other relevant environments are invited to speak to illustrate and exemplify the different professional situations that students will be expected to master. Guest lecturers also contribute specialist expertise in the field.

The working, teaching and assessment methods for each course have been selected for the purpose of providing an appropriate and meaningful correlation between the desired learning outcomes, the teaching methods used and the final examination at the end of the course.

As with all higher education, Kristiania University College sets out requirements concerning students' independent learning work. The University College assumes responsibility for facilitating students' work through properly designed learning. It must be noted that a teacher can only disseminate and facilitate. The actual learning takes place on the part of the individual student and will be the result of the student's own work. In terms of the teaching, students must therefore expect to make a significant personal contribution.

The most important working and teaching methods students will encounter in the bachelor's degree in Graphic Design are:

- Teaching and supervision (including lectures, “workshops”, seminars, group supervision and presentations with feedback).
- Independent study
- Independent work, individually or in groups
- Discussions and presentations
- Professional work at a supervised professional training placement company

Students who require supervision outside of scheduled teaching may access the University College's academic resources, including administrative staff, librarians, digital learning

resources (e.g. online films) and student supervisors. These may be contacted by individual students as needed.

In addition to literature and assistance with literature searches, the library also offers various training courses in academic writing.

## 4.2 Examination and assessment methods

An assessment refers to a situation in which a submitted or presented piece of work is assessed against a set of criteria. The criteria are set by the learning outcomes defined for each course. Assessments may be performed by fellow students, teachers or examiners. These generally lead to feedback, either for the purpose of guidance or as a grade (examinations).

At Kristiania University College, we distinguish between assessment *as* learning, assessment *for* learning and assessment *of* learning. The format of the assessed work (format of assessment) may be the same in all three of these assessment scenarios even if the *purpose* varies.

The purpose of assessment as learning (peer assessment) and for learning (feedback from the teacher) is to create a learning process in order to help students achieve the best possible learning outcomes. We consider these types of assessment to be part of our teaching methods, which can be found in Chapter 4.1.

Assessment of learning is a final assessment (examination), in which the actual learning outcomes achieved are assessed. At Kristiania University College, examinations are defined as follows: “An examination is a final assignment within a course or a limited sub-course”. The submitted or presented work will be assessed by an examiner and the outcomes of the assessment will be included in the grade transcript.

In the bachelor's degree in Graphic Design programme, students may experience the following examination methods:

- Home examination
- Portfolio examination
- Semester assignment
- Thesis

Compulsory activities are defined for certain courses. Compulsory activities must be approved before you can take an examination. Such activities may include requirements for one or more works to be submitted (coursework requirements) and/or requirements for participation in defined activities and/or lectures and/or compulsory supervised professional training.

Compulsory activities are graded as Approved/Not Approved and the right to take an examination in a course with compulsory activities requires any such activities to have been graded as Approved. The student will otherwise lose their right to take the examination for the course until the activities have been assessed as Approved.

For supplementary information about examinations and compulsory activities, please refer to the Kristiania University College website.

## 5. Internationalisation and international student exchange

The programme includes internationalisation and international student exchange schemes in accordance with Section 2.2, paragraphs 7 and 8 of the Norwegian Regulations on the Supervision and Quality of Higher Education (*Studietilsynsforskriften*) of February 2017.

Internationalisation programmes are adapted to the level, scope and distinctive nature of the programme.

The content of international student exchange programmes is academically relevant.

### 5.1 Internationalisation programmes

In this context, internationalisation means that the course is placed in an international context and that students are exposed to a diverse range of perspectives.

Internationalisation programmes can involve a number of activities such as the use of international literature, international guest lecturers, overseas students on exchange visits or student participation in international conferences or workshops abroad (this list is not exhaustive).

For specific internationalisation schemes, please see the course subject descriptions.

### 5.2 International student exchange programmes

Kristiania University College has entered into agreements with several international educational institutions that provide our students with the opportunity to complete one semester abroad.

The University College has the following mobility programmes:

- Nordplus in the Nordic and Baltic countries
- ERASMUS+ in Europe
- “Exchange” or “Study Abroad” programme, for students within and outside Europe.

Study exchanges are arranged in the fifth semester of the bachelor's degree in graphic design.

Kristiania University College has agreements relating to student exchanges and the academic relevance of these is ensured by the head of the programme. Exchange courses offered by partner institutions are approved for inclusion on the applicable bachelor's degrees by programme heads, with a scope of *30 credits*.

The following educational institutions abroad are relevant to the bachelor's degree in Graphic Design programme

- Ecoles de conde Axe Sud (France)
- Ecole de Communication Visuelle (France)
- IADE (Portugal)
- NABA – Nuova Accademia di Belle Arti (Italy)
- University of Hertfordshire (United Kingdom)
- Kingston University (United Kingdom)
- Southampton Solent (United Kingdom)
- Leeds College of Art (United Kingdom)
- Falmouth University (United Kingdom)
- Bilgi University (Turkey)
- Peter Behrens School of Arts (Germany)
- Universidad de Monterrey (Mexico)

Exchange programmes are open to students who are studying on degree-awarding programmes and have completed a minimum of 60 credits at Kristiania University College at the time of departure. For both location-based and online programmes, the exchange will be location-based.

For nomination to student exchange programmes, requirements usually apply in relation to standardised study progression, grades and personal motivation statements. Evidence of creative/portfolio work may also be required and Kristiania University College may conduct interviews for exchange applicants. Kristiania University College aims to send well-qualified and motivated students to recognised educational institutions abroad. Please note that there is a limited number of exchange student places available at these institutions.

The list of partner institutions is subject to change and up-to-date information is published on the University College website. Further information about student exchanges can be found here: <https://www.kristiania.no/for-studenter/studier-i-utlandet/utveksling/>