

Quality Assurance Policy

April 2022



Quality assurance for CADA Truemax

CADA Truemax is a small school, with comparatively few students. Students and employees have easy access to the management, and there is an informal dialogue about the education, guest teachers etc. This creates a professional (sense of) community which is an essential part of who we are. The first version of a proper policy for quality assurance adds to the good informal working procedures, we already have. Both are important, and together they will ensure the quality of the education.

- *Christian Ballund, Headmaster*

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Main purpose of the quality assurance policy

The purpose of the quality assurance policy at CADA Truemax is to continuously ensure the relevance of the 3D Digital Artist education. This is done through clearly described purposes, procedures, and objectives.

Procedure

Procedure for revision of the quality assurance and for publication of the quality assurance policy:

Revision

The quality assurance policy is reviewed annually by a committee consisting of the headmaster, the head of education and the head of secretariat. Before the first meeting, the committee must collect proposed amendments from the staff. The committee discuss the feedback and formulate a new quality assurance policy.

Publication

The quality assurance policy is posted on the school's website and the students are informed about it.

Division of responsibilities

The overall responsibility for quality assurance at CADA Truemax rests on the headmaster, who is general manager.

Objectives

Ultimo 2021

The quality assurance is implemented in the daily work with the education's quality.

Ultimo 2022

The quality assurance is revised, and the institution works with both quantitative and qualitative objectives for all sub-areas.

Industry panel

Purpose

The industry panel is an advisory committee, who participate in a dialogue about the relevance and content of the education.

Procedure

Members

The members must reflect on the industry where the graduates are expected to get employed. The panel aims at having two members from the film industry, two members from the game

industry and two members from the XR/AR/visual industry. The members are appointed by the headmaster.

Meetings

At least one meeting will be held per year. Present at the meeting will be the members of the panel, the headmaster, the head of education, a representative for the teacher and a representative for the students. At the meeting, the industry's wishes for the graduates' competences, developments in the industry, new technologies etc. are discussed. The meeting is chaired by the headmaster.

Responsibility

The headmaster is responsible for the sub-area 'industry panel'.

Targets

Ultimo 2021

The industry panel must be appointed and have held at least one meeting in 2021.

Ultimo 2022

The industry panel must have at least one member from the foreign industry and have held at least one meeting in 2022.

Professional committee

Purpose

The professional committee for the 3D Digital Artist education is an advisory committee who participate in a dialogue about the education's content and professional direction.

Procedure

Members

The members of the professional committee must be found among 3D digital artists or similar, who work in the visual industry. The committee aims at having one member from the animation industry, one member from the game industry and one member from the AR/XR/visual industry, the head of education, one teacher from the staff and one student from each of the three eldest classes.

The headmaster appoints the external members of the professional committee. The three eldest classes each appoint a member.

Meetings

The professional committee will meet at least once a year. The head of education can choose to invite teachers or other professionally relevant persons to the meetings. At the meetings, the members discuss the education's study programme, the content, implementation and weighting of the subjects as well as new technologies. The meetings are chaired by the head of education.

Responsibility

The head of education is responsible of the sub-area 'Professional committee'.

Objectives

Ultimo 2021

The professional committee is appointed and has held a meeting.

Ultimo 2022

The professional has held at least one meeting in 2022 and has at least one member from a foreign industry.

Ensuring the education's quality via the guest teachers

Objectives

Guest teachers are often used at the 3D DA education. They are found in the Danish and the international industry and can, via their knowledge of the industry, ensure the relevance and the commercial purpose of the education.

Procedure

The head of education prepares, describes and maintains a process for collecting knowledge from the guest teachers of:

- Tendences within 3D DA
- Professional qualifications, new workflows and technologies, that are demanded by the industry

Relevance of the content and structure of the study programme

The collected knowledge is written down, made available for the teachers and is used when developing the education and revising the study programme.

Responsibility

The head of education is responsible of the sub-area 'Ensuring the education's relevance via the guest teachers.

Objectives

Ultimo 2021

The process description is written and a minimum of 50 % of the guest teachers have contributed with knowledge.

Ultimo 2022

The process description has been revised and a minimum of 75 % of the guest teachers have contributed with knowledge.

Continuing education of the teachers

Objectives

Training of the teachers shall ensure the pedagogical and professional level of the teaching. The permanent teachers participate in formal qualifying education and professionally developing seminars and courses.

Procedure

The sub-area deals with two different levels for continuing education of teachers: Formal and informal level. The formal level deals with courses and educations where recognized and proven competences are achieved. The informal level deals with seminars, courses, business collaborations, etc. where competences are not recognized and examined. At CADA Truemax, both levels are considered essential for the teachers' professional and pedagogical development, and the aim is that continuing education take place on an ongoing basis in both fields.

Selection

The headmaster is responsible for selecting teachers for continuing education. This is discussed with the employees at the staff development interviews.

Responsibility

The headmaster is responsible for the sub-area 'Continuing education of the teachers'.

Objectives

Ultimo 2021

One teacher has completed a course module in 2021.

At least one teacher has participated in a knowledge collaboration and one teacher in a national seminar.

Ultimo 2022

Two teachers have completed a course module in 2022.

At least two teachers have participated in an international seminar, and at least one teacher has participated in a national knowledge collaboration and one teacher in an international knowledge collaboration.

Recommendation of external censors

Objectives

The sub-area 'Recommendation of external censors' shall ensure that a qualified, varied and necessary number of candidates are recommended for the education's censorship.

Procedure

Censors at the education must meet at least one of the following requirements, in order to be recommended as an external censor:

- Relevant education within the field
- Long-term work experience within the areas covered by the 3D Digital Artist education

- Long-term educational teaching experience within the areas covered by the 3D Digital Artist education

When assessing external censors' educational relevance, a qualitative assessment is made of education's curriculum, in relation to the 3D Digital Artist education's learning objectives.

When assessing external censors' work experience, emphasis is put on level, length and relevance. The censor must have been employed in a position above the starting level, in general as well as in specialized functions within the field. Furthermore, the censor must have had employment in the field for a longer continuous period within recent times.

When assessing educational experience, emphasis is put on the same issues. Censor must have taught at a level that matches the 3D DA education, on a long-term course, and the experience must not be outdated.

Responsibility

The head of secretariat is responsible for the sub-area 'Recommendation of external censors'.

Objectives

Ultimo 2021

Expansion of the censor corps with 33 % based on 2020 figures.

At least one external censor from one of the following industries: Animation, game, film and XR/visualisation/technology.

Ultimo 2022

Expansion of the censor corps with 50 % based on 2020 figures.

At least two external censors from one of the following industries: Animation, game, film and XR/visualisation/technology.

Collaboration with educational institutions

Purpose

CADA Truemax is a small institution. Collaborating with other educational institutions can ensure access to a larger and broader field of knowledge. Establishing these collaborations therefore has an increased focus in quality assurance.

A distinction is made between collaborations that are part of the teaching at the 3D DA education and collaborations that take place outside.

Procedure

When entering collaborations that are part of the teaching, the following must be assessed in writing by the head of education:

- How does the learning outcome from the collaboration fit in with the described learning objectives?
- How can the collaboration develop the teachers' professional skills?

Collaborators must be made aware of the learning objectives. After the collaboration has ended, an evaluation of the collaboration is made. This evaluation should involve the students to a reasonable extent.

When entering collaboration that takes part outside teaching, the following must be assessed in written by the head of education:

- How is knowledge sharing and production included in the collaboration?
- How does the collaboration strengthen the school's and the staff's professional level?

After the collaboration has ended, an evaluation of the collaboration is made. This evaluation should implicate the involved staff members to a reasonable extent.

Responsibility

The head of education is responsible for the sub-area 'External collaboration with other educational institutions'.

Objectives

Ultimo 2021

At least two completed collaborations at national level.

Ultimo 2022

At least two completed collaborations at national level and one at international level.

Collaborations with external partners

Purpose

The relevance of the education is closely connected to an understanding of the industry's needs. Collaborations with external partners can contribute to qualifying the content of the education, keep the teachers updated within their professional area and strengthen the students' understanding of the industry. A distinction is made between collaborations that are part of the teaching at the 3D DA education and collaborations that take place outside.

Procedure

When entering collaborations that are part of the teaching, the following should be assessed in written by the head of education:

- How does the learning outcome from the collaboration fit in with the described learning objectives?
- How can the collaboration develop the teachers' professional skills?

Collaborators must be made aware of the learning objectives. After the collaboration has ended, an evaluation of the collaboration is made. This evaluation should involve the students to a reasonable extent.

When entering collaboration that takes part outside the teaching, the following must be assessed in written by the headmaster:

- How is knowledge sharing and production included in the collaboration?
- How does the collaboration strengthen the school's and the staff's professional level?

After the collaboration has ended, an evaluation of the collaboration is made. This evaluation should implicate the involved staff members to a reasonable extent.

Responsibility

The headmaster is responsible for the sub-area 'collaborations with external partners'.

Objectives

Ultimo 2021

At least one collaboration is carried out with an external partner as part of the teaching.

Ultimo 2022

At least one collaboration is carried out with an external partner as part of the teaching and one outside the teaching, with the purpose of updating the professional competencies of one (or more) teachers.

Internship

Purpose

The sub-area internship aims to ensure a high learning outcome for the students during the internship, as well as to expand the students' understanding of possible work areas. At the same time, it is part of the quality assurance that the relevance of the education is tested through the students' meeting with the industry's requirements.

Procedure

Assessment of companies

Companies are assessed based on:

- whether the necessary professional resources are present and available to the student
- whether the company operates within a relevant industry
- whether the production is quantitatively and qualitatively at a level, that can challenge the student
- whether there is a sufficiently high level in 3D productions among the staff

The assessment is made in written by the head of education.

In special cases, a company can be accessed as an internship without having 3D expertise inhouse. This requires that the student can qualify his/her professionalism in the collaboration with the company's employees, e.g., if the internship manager in the company has extensive experience in collaboration with 3D DAs.

Assessment

At least one company visit is made during the internship period to ensure that the professional benefits can be achieved.

Responsibility

The head of education is responsible for the sub-area 'Internship'.

Targets

Ultimo 2021

At least 15 % of the internship companies are within the game and XR/VR/visualization field and at least 10 % of the companies are abroad.

Ultimo 2022

At least 25 % of the internship companies are within the game and XR/VR/visualization field and at least 20 % of the companies are abroad.