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CURRICULUM FOR THE MASTER'S PROGRAMME IN INFORMATION ARCHITECTURE AT AALBORG UNIVERSITY

In pursuance of law no. 403 of 28 May 2003 on universities (the University Act) the following curriculum is stipulated for the Master's programme in Information Architecture at Aalborg University, under the IT University West network programme.

PART 1 **PRELIMINARY REGULATIONS**

Section 1 Legal Foundation

The Master's programme (candidatus degree) in Information Architecture is planned pursuant to the Ministry of Science, Technology and Innovation's Ministerial Order no. 338 of 6 May 2004 on bachelor and Master's programmes at universities (the study programmes order) and Ministerial Order no. 867 of 19 August 2004 on examination at universities (the examination order). Furthermore, reference is made to the ministerial order on the grading scale, to the ministerial order on external examiners, and to the ministerial order on admittance.

Section 2 Faculty Affiliation

The Master's programme in Information Architecture belongs under the auspices of the Faculty of Humanities.

Section 3 Study Board Affiliation

The Master's programme in Information Architecture belongs under the auspices of the Study Board for Human Centred Informatics.

PART 2 **OBJECTIVES, DURATION, STRUCTURE, ETC.**

Section 4 Programme objective

The Master's programme in Information Architecture is a research-based, full time programme which provides students with a basis for professional work and qualifies him/her for PhD studies.

Subsection 2

The Master's programme in Information Architecture builds on and supplements the knowledge and skills which the student has acquired in the course of the preceding bachelor education. The aim of the Master's programme is that the student gains competence in user-driven design of content and structure in all kinds of information systems within all media, with special focus on design processes in relation to global information systems in which different cultural codes and media modalities are combined in new, constantly changing ways, adapted to market conditions and to cultural and political diversity.

The Master's programme in Information Architecture imparts constructive competence in analysing, assessing and designing structure, function and style in information architectures, and competence in discussing, visualizing, planning and managing design processes. As such construction and procedural competences are utilized in private as well as public sector IT enterprises and departments in designing information architectures, in quality assessment and in user education, the candidate should be able to deploy his/her theoretical and practical skills in solving concrete assignments. The candidate will be able to work as a designer, project manager and evaluation consultant within the field of information architecture.

Subsection 3

The general **intellectual competence goals** are that the student attains competence in:

- Categorisation and concept development
- Gaining sympathetic insight into other cultures and perceptions, and in communicating with specialists and generally skilled users on professional problems in relation to information architecture
- Analysis and assessment of the conceptual consistency in information architectures, their communicative effects and their potential for development through independent, systematic and critical application of scientific methods
- Creative reflection on own practice with a view to the improvement of processes and products, and the development of own competences within the subject area of the programme.

Subsection 4

The general **professional competence goals** are that the student attains competence within the following five subject areas as well as within the philosophy of science and methodology:

- Rhetoric
- IT technology: Data bases, software and design tools
- Design
- Categorisation
- Knowledge organisation and learning in information ecologies.

Subsection 5

The general **practical competence goals** relate to user-driven design of content and structure in information systems of any kind, comprising not least global information systems in which differing cultural codes and media modalities are constantly combining in new ways, adapted to market conditions and to cultural and political diversity. The student will achieve competence in:

- Designing information architectures taking point of departure in user-driven innovation
- Managing projects on the design of culture-sensitive and multi-medial information architectures
- Evaluating and benchmarking comparable information architectures
- Communicating design strategies.

Section 5 DURATION, STRUCTURE, CONDITIONS OF ADMITTANCE, ETC.

The duration of the Master's programme in Information Architecture is two years, equivalent to 120 ECTS points.

Subsection 2

The Master's programme spans four semesters (7th-10th semester). During the 7th semester the student is introduced to the five subject areas of the programme, cf. section 4, subsection 4. During the 8th semester, three design sequences, based on assignments given by external enterprises in collaboration with the Study Board, are completed with the exploitation of knowledge acquired in semester 7. During the 9th semester work within the five subject areas is resumed alongside the study of one of the two elective courses mentioned in section 6, subsection 3, in completion of which the student performs an intensive study of strategy development in relation to one of the five subject areas. The 10th semester is reserved for work on the Master's thesis.

Subsection 3

Admittance to the Master's programme is reserved for students with a relevant academic bachelor degree or a professional bachelor degree. A relevant bachelor education is defined as a bachelor education whose central subject areas would give competence within at least two of the following central subject areas of the Master's programme in Information Architecture: linguistics (language structure, rules and norms) and communication (language as communication, communication forms in printed and electronic media, language and culture communities, genres, target groups and communication situations).

Subsection 4

Applicants who do not fulfil the conditions mentioned in subsection 3 can be accepted on provision that the Study Board, on the basis of an assessment of the case in question, considers that the applicant possesses comparable educational qualifications. In such cases, the Study Board may call in the applicant for an interview.

Subsection 5

A further condition is that the student fulfils the general minimal requirements of the University for proficiency in English that apply for the acceptance of international students into English-language programmes.

Subsection 6

On completion of the Master's programme the student is awarded the degree of *cand.it.* (*candidatus/candidata informationis technologiae*) *i informationsarkitektur*, or, in English, *Master of Science (or: MSc) in Information Technology (Information Architecture)*.

PART 3 **PROGRAMME ORGANISATION AND CONTENT**

Section 6 Programme organisation

The programme is organised as a modularised, problem-based study. The five subject areas, cf. section 4, subsection 4, of which IT technology is divided into modules 2, 4 and 6, cf. subsection 2, form the basis of the studies together with a number of problem-based projects formulated in collaboration with external enterprises. All teaching and examination is conducted in English.

Subsection 2

The following modules are obligatory:

- Module 1: Rhetoric and ecology of information architecture; equivalent to 25 ECTS points (7th semester)

- Module 2: IT technology: Data bases; equivalent to 5 ECTS points (7th semester)
- Module 3: Information architecture design; equivalent to 25 ECTS points (8th semester)
- Module 4: IT technology: Software; equivalent to 5 ECTS points (8th semester)
- Module 5: Strategy for change; equivalent to 15 ECTS points (9th semester)
- Module 6: IT technology: Design tools; equivalent to 5 ECTS points (9th semester)
- Module 9: The Master's thesis; equivalent to 30 ECTS points (10th semester).

Subsection 3

The following modules are elective, giving the student a choice of one of the mentioned modules:

- Module 7: Persuasion; equivalent to 10 ECTS points (9th semester)
- Module 8: Data visualization; equivalent to 10 ECTS points (9th semester).

Subsection 4

Progression in qualifications is intended to enhance the linguistic and communicative competences of entering bachelor students to a deep IT competence in rhetorically based formalisation. This is achieved by the predominantly theoretical module 1 allowing the student to integrate his or her theoretical background from the bachelor degree with the theoretical background of information architecture and with IT technology: Data bases (module 2). In module 3 the student learns to solve practical problems on this basis and through the course in IT technology: Software (module 4). In module 5 and in module 7, or 8, the student is given the opportunity to deepen his or her theoretical knowledge, now in the light of experience in applying theory in practical problem solving, supported by the course in IT technology: Design tools (module 6). In writing the Master's thesis the student will independently integrate theory and practice acquired in the other modules with his/her own reflections. Through active participation in courses, project work, etc., the objectives stated in section 4 are attained.

Section 7 Module 1 The Rhetoric and Ecology of Information Architecture

The module **The Rhetoric and Ecology of Information Architecture** comprises 25 ECTS points. It is offered in the 7th semester of the programme.

Courses in rhetoric, design, categorisation, knowledge organisation and learning in information ecologies are offered concurrently. In the course of the module the student constructs an understanding of how information architectures participate in an interplay with usability, experiences and learning. The student builds on the basis of knowledge attained in bachelor studies on genres, metaphor and patterns, and learns to observe, analyse and interpret information architectures irrespective of medial and organisational boundaries, and to understand why and how categorisation and knowledge organisation crucially influence information handling and knowledge sharing. The classical focal point of rhetoric, i.e. the systematic interaction between form and content, is in focus here. In the course of the module the student produces a portfolio which documents his/her benefit from participation in problem oriented group work focusing on the theoretical basis of information architecture, and a synopsis, which supplies the basis for an oral test.

Professional competences: The module aims to give the student professional qualifications in understanding why and how information architectures interact with usability, experience and learning, based on professional competences within:

- Rhetoric

- Design
- Categorisation
- Knowledge organisation and learning in information ecologies.

Practical competences: Through the module the student will attain competence in:

- Categorising knowledge and developing concepts
- Analysing and assessing the conceptual consistency in information architectures, their communicative effects and potential for development with a view to the evaluation and benchmarking of comparable information architectures
- Reflections on own practice and documentation hereof in a portfolio.

Section 8 Module 2 IT Technology: Data Bases

The module **IT Technology: Data Bases** comprises 5 ECTS points. It is offered in the 7th semester of the programme.

Intensive workshop lessons in data modelling, Structured Query Language (SQL), and modelling and search tools are offered. The module is concluded by a test with a set assignment.

Professional competences: The module will give the student:

- Basic knowledge of Data bases and their use in knowledge organisation.

Practical competences: Through the module the student will attain competence in:

- Choosing forms of and executing data modelling on a restricted set of data
- Defining case-relevant search functions
- Reflecting on own practice and documentation hereof.

Section 9 Module 3 Design of Information Architecture

The module **Design of Information Architecture** comprises 25 ECTS points. It is offered in the 8th semester of the programme.

The module focuses on training the student's competence in user-driven design of content and structure in all kinds of information systems, irrespective of media, with a special focus on combining different cultural codes and media modalities. The student successively completes three design sequences of three to four weeks, followed by one week for reflection. In each reflection period a reflection report is produced. The design sequences are initiated by assignments set by external partners, who are subsequently presented with the results of the student's work. Their feedback supplements the academic supervision. In each design sequence the student must exploit the theoretical knowledge attained in module 1: The rhetoric and ecology of information architecture. The module is evaluated through an individual oral test, which takes the three reflection reports as its point of departure.

Professional competences: Through the module the student will attain competences within:

- Design of information architectures taking point of departure in user-driven innovation

- Project management of culture-sensitive and multi-medial information architecture design processes
- Communication of design strategies.

Practical competences: Through the module the student will attain competence in:

- Designing information architectures taking point of departure in user-driven innovation
- Managing projects on culture-sensitive and multi-medial information architecture design
- Reflecting on practice with a view to the optimisation of processes and products and to the development of own competence in the design of information architectures.

Section 10 Module 4 IT technology: Software

The module **IT Technology: Software** comprises 5 ECTS points. It is offered in the 8th semester of the programme.

The module is introduced by an intensive two-week course in software IT technology, primarily Content Management Systems (CMS systems), and is concluded by a test setting an assignment in which the student describes the information architecture of a CMS system.

Professional competences: The module will give the student:

- Basic knowledge of CMS software and its use in knowledge organisation.

Practical competences: Through the module the student will attain competence in:

- Evaluating and benchmarking CMS software
- Reflecting on the relation between a given assignment and the choice of software.

Section 11 Module 5 Strategies for Change

The module **Strategies for Change** comprises 15 ECTS points. It is offered in the 9th semester of the programme.

The module is introduced by further instruction in rhetoric, design, categorisation and knowledge organisation and learning in information ecologies. Courses will perspectivise the practical experience with design gleaned in module 3, emphasising the communicative consequences of changes in the information architecture. The module is concluded by the completion of an essay which presents, theoretically elucidates, and critically discusses the chosen strategy. The essay takes its point of departure in the student's portfolio notes.

Professional competences: Through the module the student will attain competence within:

- Project management in the design of culture-sensitive and multi-medial information architectures.

Practical competences: Through the module the student will attain competence in:

- Gaining sympathetic insight into other cultures and perceptions, and in communicating with both specialists and others on professional problems in relation to information architecture

- Communicating design strategies
- Coordinating and co-operating in design processes.

Section 12 Module 6 IT Technology: Design Tools

The module **IT Technology: Design Tools** comprises 5 ECTS points. It is offered in the 9th semester of the programme.

The module offers intensive workshop courses in design tools supporting the development of information architectures. The workshop is concluded by an assignment on the design of an information architecture.

Professional competences: The module will give the student:

- Basic knowledge of design tools for the design of information architectures.

Practical competences: Through the module the student will attain competence in:

- Employing design tools in the design of information architectures.

Section 13 Module 7 Persuasion (optional module)

The module **Persuasion** comprises 10 ECTS points. It is offered in the 9th semester of the programme.

The module continues on an advanced theoretical level the teaching in rhetoric given in earlier modules. This is done particularly with a view to rhetorical strategies used in persuasive designs. With regard to theory, emphasis is given to rhetoric understood as the dynamics of cognition and influence, and to the systematic relationship between form and content. In terms of practical work, emphasis is given to the design of persuasive websites, from both an analytical and a constructive angle, in that the student is required to analyse persuasive designs on existing sites, and to independently prepare persuasive strategies on the basis of specific assignments. At the end of the module, the student produces and comments on the rhetorical/persuasive design of a website, with accompanying reflections founded in rhetoric.

Professional competences: Through the module the student will attain competence within:

- Rhetorical theory and persuasive design.

Practical competences: Through the module the student will attain practical competence in:

- Designing persuasive information architectures
- Public image maintenance based on rhetorical and persuasive approaches to design.

Section 14 Module 8 Data Visualization (optional module)

The module **Data Visualization** comprises 10 ECTS points. It is offered in the 9th semester of the programme.

The module develops the student's competence in visualization and enables him/her to introduce the understanding of important cultural elements into design processes, and to actualise in the presentation of data the specific cultural context of the user situation. The connection between

thinking, language and behaviour supplies the theoretical background for practical work with collage and probing techniques. The goal is to enable the student to produce data visualizations which reflect both the contemporary and the historical context. At the end of the module the student produces and comments on a collage or a poster.

Professional competences: Through the module the student will attain professional competence within:

- Visualization of data, in order that the user is offered both a valid experience and a reduction in complexity.

Practical competences: Through the module the student will attain practical competence in:

- Producing collages and posters in electronic form.

Section 15 The Master's Thesis Module

The Master's thesis module comprises 30 ECTS points. It is offered in the 10th semester of the programme.

The Master's thesis semester is dedicated to the production of a thesis on a topic which the student chooses freely within the frame of the programme, cf., however, subsection 2.

Subsection 2

The topic of the Master's thesis is approved by the Study Board. The topic is presented to the Board in the form of a short, preliminary problem statement, a motivation for the choice of topic, proposals for the bibliography, and a proposal for a time schedule. The Board's acceptance will set a deadline for submission of the Master's thesis.

Professional competences: Through the thesis module the student will attain professional competences within:

- Theoretical understanding of the interplay between data base architecture, interface architecture and interaction architecture
- Rhetorical architecture in the form of concept development in information systems aimed at a global audience
- Communicative, technical and commercial dynamics in the planning and construction of information architectures
- The information ecological perspective, in which interaction design is conceived as part of an information and communication practice, applied to a relevant, delimited problem
- Research ethics and insight into the implications of research work.

Practical competences: Through the module the student will attain competences in:

- Design construction, as the student is trained to initiate, construct, communicate, and maintain the structuring of information flows
- Independently designing, analysing and critically assessing information architectures on the basis of the rhetoric and ecology of information architecture
- Motivating professional choices and priorities

- Applying and developing relevant design methods on a scientific basis
- Structuring and communicating the attained knowledge to an academic community within the subject area of the programme, and to a wider audience.

PART 4 **EXAMINATION REGULATIONS**

Section 16 General regulations

In the assessment of each test a grade according to the 13-point grading scale is given.

Subsection 2

Tests are either internal or external. Unless otherwise stated, tests are assessed by the examiner and an internal or external examiner.

Subsection 3

Unless otherwise stated, each test may be taken either as a group test or as an individual test. At group tests it should be clearly stated for which section or sections of the written work that each student is responsible, and provisions must be made that individual assessments are given. Unless otherwise stated, the maximum number of students in a group test is six, however, where the Master's thesis is concerned, three.

Subsection 4

Where the extent of written work is specified, one page equals 2400 characters, spacing included. The stipulated number of pages includes only the written account proper, as e.g. the title page, preface, the table of contents, bibliography and appendices are not counted. In counting the number of pages, notes but not illustrations are included. The number of pages must be stated either on the front page or in a preface.

Subsection 5

The amount of time stated for oral tests includes examiners' discussion of the performance and communication of the result.

Subsection 6

The assessment of all written work should include an assessment of the student's spelling and writing skills. The basis of the assessment of the language performance is orthographic accuracy and the degree to which the norms of formal, academic written language are observed, and the demonstrated stylistic skills. The evaluation of the language performance should always be a constituent part of the overall assessment. However, no test can be assessed as passed solely on the basis of a good language performance; likewise, a test may not normally be assessed as not passed solely on the basis of a poor language performance.

Subsection 7

The Master's thesis must include a summary (in English). The length of the summary must be at least 1 page, and not more than 2 pages (the summary is not included in the stipulated minimum and maximum number of pages per student). The summary is taken into account in the overall assessment of the Master's thesis.

Subsection 8

The student must complete his/her study programme not more than four years after commencement. Leave periods are not counted.

Subsection 9

The study elements on which the individual tests are based are counted as fractions of one year of study, one year of full-time study being equivalent to 60 ECTS points.

Section 17 Tests

Each module is concluded by an exam which tests the student's abilities within the competence goals defined for the relevant module. The programme consists of the following tests, among which the student chooses either test 7 or test 8, cf. section 13 and section 14.

The following tests are held at the end of the 7th semester:

1. An internal oral test in: **The Rhetoric and Ecology of Information Architecture**. The test takes its point of departure in an edited version of the individual student's portfolio of not more than 5 pages, and the group's joint synopsis for the project work. The synopsis must be not less than 5 pages and not more than 10 pages, at individual test not more than 12 pages. An overall assessment of the student's edited version of the portfolio, the synopsis, and the oral performance is made. Emphasis is given to the oral performance. A grade according to the 13-point grading scale is given.

In relation to the competence goals stipulated in section 7 the test documents the student's ability to:

- categorise and develop concepts
- analyse and assess the conceptual consistency in information architectures, their communicative effect, and their potential for development with a view to the evaluation and benchmarking of comparable information architectures
- reflect on own practice and document the reflection in a portfolio format.

The student must furthermore document that, based on the course covering the subject area of rhetoric, he/she has acquired skills in persuasive argumentation.

The study elements on which the test is based are equivalent to 25 ECTS points.

2. An internal written individual test in: **IT technology: Data Bases**. The test takes the form of a set take-home assignment to be handed in after 3 days, in which the student completes a designated task on data modelling, SQL, and modelling and search tools, thus documenting his/her command of the techniques covered in the course. A grade according to the 13-point grading scale is given.

In relation to the competence goals stipulated in section 8 the test documents the student's ability to:

- choose the form of and execute data modelling on a limited set of data
- define suitable search functions for the above
- reflect on own practice and document the reflection.

The study elements on which the test is based are equivalent to 5 ECTS points.

The following tests are held at the end of the 8th semester:

3. An external oral individual test in: **Design of Information Architecture**. In the test the individual student presents his/her own proposals for designs, taking point of departure in the three reflection reports prepared in module 3. The design proposals are presented in a concept portfolio, each proposal accompanied by a sketch, pictorial illustration, scenario and commentary, the extent of which must not exceed 25 pages. The examination takes 40 minutes. An overall assessment of the concept portfolio and the oral performance is made. Emphasis is given to the concept portfolio. A grade according to the 13-point grading scale is given.

In relation to the competence goals stipulated in section 9 the test documents the student's ability to:

- design, manage and communicate strategies for the design of culture-sensitive and multi-medial information architectures taking point of departure in user-driven innovation
- reflect on own practice with a view to the improvement of processes and products, and to the development of own competence in the design of information architectures.

The study elements on which the test is based are equivalent to 25 ECTS points.

4. An internal written individual test in: **IT Technology: Software**. The test takes the form of a set take-home assignment to be handed in after 3 days, in which the student completes a designated task on the description of an information architecture in a given CMS system. The answer must not exceed 10 pages and must take its point of departure in course teaching on software. A grade according to the 13-point grading scale is given.

In relation to the competence goals stipulated in section 10 the test documents the student's ability to:

- assess and benchmark CMS software
- reflect on the relation between assignment and the choice of software.

The study elements on which the test is based are equivalent to 5 ECTS points.

The following tests are held at the end of the 9th semester:

5. An external written individual test in: **Strategies for Change**. The student prepares an essay of not more than 30 pages, which presents, theoretically examines and critically discusses the proposed strategy, taking point of departure in the portfolio notes. A grade according to the 13-point grading scale is given.

In relation to the competence goals stipulated in section 11 the test documents the student's ability:

- to plan and manage the design of culture-sensitive and multi-medial information architectures in a way which demonstrates the ability to achieve sympathetic insight into other cultures and perceptions
- to communicate with both specialists and a wider audience on professional problems in relation to information architecture, and to communicate strategies to all parties involved (end users, commissioners and developers).

The study elements on which the test is based are equivalent to 15 ECTS points.

6. An internal written individual test in: **IT Technology: Design Tools**. The test takes the form of a set take-home assignment to be handed in after 3 days, in which the student completes a designated task on the design of an information architecture, using the guidelines set out in course teaching. The answer must contain sketches, illustrations and text, and must have an extent of at least 10 pages and not more than 15 pages. A grade according to the 13-point grading scale is given.

In relation to the competence goals stipulated in section 12 the test documents the student's ability to:

- employ design tools for the design of information architectures.

The study elements on which the test is based are equivalent to 5 ECTS points.

7. An internal written individual test in: **Persuasion**. The student prepares and comments on the rhetorical/persuasive design of a website, accompanied by reflections of his/her own choice but based in rhetoric. The answer must have an extent of at least 15 pages and not more than 20 pages. A grade according to the 13-point grading scale is given.

In relation to the competence goals stipulated in section 13 the test documents the student's ability to:

- design an information architecture with specific persuasive intentions
- motivate the design on a rhetorical basis.

The study elements on which the test is based are equivalent to 10 ECTS points.

8. An internal written individual test in: **Data Visualization**. The student prepares and comments on a collage or a poster with data visualization of a theme of his/her own choice in such a way that both the historical and the situational dimensions are covered. The commentary must have an extent of at least 5 pages and not more than 10 pages. A grade according to the 13-point grading scale is given.

In relation to the competence goals stipulated in section 14 the test documents the student's ability:

- to visualize data in order that the user is offered both an experience and a reduction in complexity, and to prepare collages and posters in electronic form.

The study elements on which the test is based are equivalent to 10 ECTS points.

The following test is held at the end of the 10th semester:

9. An external oral test in: **Thesis**. The Master's thesis consists in a theoretically, analytically and methodologically motivated exploration of an information architecture which the student has produced. The test is conducted as an interview between the student, the examiner and the external examiner on the basis of the Master's thesis. The Master's thesis must have an extent of at least 50 pages and not more than 90 pages per student. At individual tests the length may not exceed 100 pages. A summary of 1-2 pages must accompany the thesis. The examiner and the external examiner jointly prepare a written statement on the Master's thesis of not more than 1½ pages. The statement is sent to the student not later than one week before the examination, which takes the statement and the Master's thesis as its points of departure. The examination is designated to take 40 minutes per student and 40 minutes for group discussion. Individual tests take 60 minutes in all. An overall assessment of the Master's thesis (the individual student's contribution to it), the summary, and of the oral performance is made. The main emphasis should be placed on the written work. A grade according to the 13-point grading scale is given. A final written statement, including an assessment of the oral performance and its contribution to the overall assessment, must be submitted no more than one week after the examination.

In relation to the competence goals stipulated in section 15 the test documents the student's ability to:

- independently and systematically search for knowledge, choose among, and account for theories and methods within the subject area of the programme
- plan, execute, and reflect on the specific problem treated in the Master's thesis by the application of relevant theory and design methods
- argue for the relevance of the chosen information architecture, and for the relevance of the theories chosen and their suitability in illustrating the specific problems posed by the Master's thesis
- structure and communicate the knowledge produced through his/her work on the Master's thesis to an academic audience within the subject area of the programme, and to a wider audience.

The study elements on which the test is based are equivalent to 30 ECTS points.

Section 18 Overview of tests

| No. | Title of course | Internal, 13-point scale | External, 13-point scale |
|-----|--|--------------------------|--------------------------|
| 1 | The Rhetoric and Ecology of Information Architecture | 25 ECTS | |
| 2 | IT Technology: Data Bases | 5 ECTS | |
| 3 | Design of Information Architecture | | 25 ECTS |
| 4 | IT Technology: Software | 5 ECTS | |
| 5 | Strategies for Change | | 15 ECTS |
| 6 | IT Technology: Design Tools | 5 ECTS | |
| 7 | Persuasion (option A) | 10 ECTS | |
| 8 | Data Visualization (option B) | 10 ECTS | |
| 9 | Thesis | | 30 ECTS |

Section 19 Re-examination

Applications for re-examinations outside the ordinary exam periods are subject to the exam regulations in force at the time. Permission can only be granted if there is a well-founded presumption that the result may be improved, or if the student would otherwise be disproportionately delayed in his/her education.

PART 5 **OTHER REGULATIONS**

Section 20

The Study Board for Human Centred Informatics can, when this is motivated in unusual conditions, dispense from those rules in the curriculum which are laid down by the University alone.

Section 21

The Study Board publishes and maintains on its web page more detailed information on the programme, including examinations.

Section 22

The curriculum is submitted by the Study Board for Human Centred Informatics, and approved by the Dean of the Faculty of Humanities. The curriculum takes effect as of 1 September 2006.