



ACADEMIC REGULATIONS 2019 THE BACHELOR'S DEGREE PROGRAMME IN ARCHITECTURE

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Introduction

At Aarhus School of Architecture, we wish to engage in dialogue with the world around us, ask questions, and provide physical solutions to society's challenges through our professional expertise: architecture.

The school focuses on three qualifying and outreaching focus areas that are relevant for society: Sustainability - economic, in terms of resources, and social. Habitation - from individual dwellings to developments and towns. Transformation - understood as the development of the existing building stock, urban areas, and landscapes.

The academic regulations have been approved by the Rector and are in accordance with Bekendtgørelse nr. 683 af 27. juni 2019 om uddannelser ved de videregående kunstneriske uddannelsesinstitutioner på Uddannelses- og Forskningsministeriets område (<https://www.retsinformation.dk/Forms/R0710.aspx?id=209735>).

The academic regulations will be in force from 1 September 2019 and is revised 10 March 2022.

1. THE BACHELOR'S DEGREE PROGRAMME IN ARCHITECTURE

The Bachelor's Degree Programme of Aarhus School of Architecture is an academic, artistic undergraduate programme of 180 ECTS organised as a three-year educational programme.

Admission to the Bachelor's Degree Programme in Architecture offered by Aarhus School of Architecture requires passing an education at upper secondary ('gymnasial') level - cf. *Bekendtgørelse om adgang til bacheloruddannelser ved universiteterne og de videregående kunstneriske uddannelsesinstitutioner på Uddannelses- og Forskningsministeriets område*.

The qualifying examination must have been passed with a minimum grade average of 7.0.

The Bachelor's Degree Programme in Architecture at Aarhus School of Architecture gives students access to the Master's Degree Programme in Architecture and Erhvervskandidatuddannelsen i arkitektur (a vocational four-year master offered by Aarhus School of Architecture) as well as to the Master's Degree Programme in Architecture offered by the Royal Danish Academy of Fine Arts, Schools of Architecture, Design and Conservation.

The Bachelor's Degree Programme also provides a foundation for independently carrying out professional work within one or more subject areas.

The Bachelor's Degree in Architecture confers the title *Bachelor of Arts in Architecture* - in Danish: *Bachelor (BA) i arkitektur*.

The Bachelor's Degree Programme must be completed within five years after the programme has been commenced.

1.1 The Objectives and Academic Profile of the Educational Programme

The aim of the Bachelor's Degree Programme is to train bachelors:

- who have a sincere interest in and fundamental insight into the subject area of architecture with the art of building as central focal point
- who possess the necessary skills to translate given preconditions and requirements - aesthetic, functional, technical and economic - into architectural form with a greater societal perspective in mind, through an experimental and historically conscious approach.

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The Bachelor's Degree Programme comprises:

- exercises and assignments which progressively and in relation to the level of study develops the ability to work with specific architectural problems in a societal context
- project-based and integrated teaching in the theories and history of architecture
- project-oriented and integrated teaching in architectural tool-based subjects, including digital design and fabrication tools
- project-oriented teaching and integrated teaching of a cross-disciplinary nature involving cooperation with one or more external partners
- lectures and courses in basic building technologies, including statics, construction and materials science
- lectures and supplementary excursions regarding the theory and history of architecture
- basic lectures in architecture from a contemporary and societally relevant perspective
- lectures on sustainability
- relevant excursions and short-term study trips
- internships or external study periods.

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1.2 Learning Objectives

A bachelor from Aarhus School of Architecture must have acquired:

- knowledge of theories, methods and practice within on or more subject areas in the area of the architectural profession and must be able to understand and reflect on theories, methods and practice
- skills in the methods and tools of one or more subject areas and the ability to apply skills related to working within the subject area
- the ability to assess theoretical and practical problems and chose and provide reasons for relevant model solutions
- the ability to communicate academic issues and model solutions to peers as well as non-specialists
- the ability to handle complex and development-oriented situations in work or study contexts
- the ability to independently participate in discipline-specific and interdisciplinary cooperation while applying a professional approach
- the ability to identify own learning requirements and structure own learning in different learning environments.



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1.3 Mode of Study

Project-oriented study activities form the core of the of the Bachelor's Degree Programme and aim to build a strong academic foundation through an investigative and experimental mode of study based in specific architectural design. The project-oriented study elements are supported by cross-curricular lecture series and study trips.

The students are enrolled in a unit of study whose teaching team performs the planning and execution of the teaching, including the supervision, which constitutes the central project-centred contact between the student and the teacher.

With the emphasis on teaching through project-oriented studies, the students' teachers are referred to as supervisors. All students will be assigned a principal supervisor who is responsible for monitoring the progression of the student, as a rule for one semester at a time. The principal supervisor usually assumes the role of examiner at the final exam of the semester.

Students primarily study in the school's studios, where students from an active part of academic and social community involving other students, in order that both formal and informal learning are supported.

Project-oriented teaching takes place in a mutual dialogue taking as its starting point the students' production. Students continuously present their material to fellow students and supervisors at reviews, pin-ups and crits (critiques). Participation in these presentations is compulsory for all students and attending fellow students' presentations and hearing the feedback they receive is considered an important part of collective teaching.

The project work is supplemented by periods of work in the school's workshop facilities, labs and library, where other media and types of knowledge are brought into project development.

1.4 Language

On the study units and lectures of the Bachelor's Degree Programme the languages of teaching are Danish and English. Students should expect extensive use of English-language literature in specialist literature and an international team of supervisors.

2. THE CONTENT AND STRUCTURE OF THE PROGRAMME

The content and structure of the Bachelor's Degree Programme in Architecture is based on a progression from semester to semester, where the student is expected to independently incorporate knowledge, skills and competencies from previous study elements when answering given assignments.

Each semester consists of exercise, course, lecture and project development activities amounting to 30 ECTS credits.

2.1 Study Elements of the First Year of Studies (semesters 1-2)

Studies during the first and second semesters, also referred to as the first year of studies, revolve around a basic introduction to the discipline and aim at awakening a profound interest in architecture in students, as well as providing students with the necessary tools and methodologies to develop an independent investigative, experimental and reflected approach to the discipline.

The first semester introduces the student to basic tools and techniques through courses of exercises in which the application of methodology, spatial understanding and familiarity with an experimental approach to preparing proposals are developed.

The second semester follows up on the tools and skills that have been developed and requires the student to apply learning from the previous semester to solving a longer synthesising task that constitutes the semester assignment.

Exercises and assignments are carried out with a defined focus in relation to the learning objectives and are organised in such a way that students are guaranteed sufficient time to work spatially analytically, experimentally, and in an investigative manner, while learning new methods, tools and techniques.

The complexity of students' work continuously increases, in order that students, in addition to introducing new knowledge, tools and techniques, are given an opportunity to qualify the use of skills they have already learnt.

In the first semester, an introduction to architectural history begins with a series of lectures which extends into the fourth semester and an

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introduction to the work with architectural theory as a development tool through a two-week course in the second semester.

The lecture series is supplemented with excursions and an opportunity to encounter the historical subject matter in a physical context.

In total, studies during the first year amount to 60 ECTS credits, and the teaching courses of the two semesters are considered in conjunction. As studies only commence in September, studies in the second semester cannot be followed during an autumn semester.

2.1.1 Themes and Contents of the First Year of Studies

Basic themes introduced during the first year of studies:

- Form
- Space
- Construction
- Context

In practice, the above themes often overlap.

Basic tools acquired during the first year of studies:

- Dimensioned and scale drawing - analogue as well as digital.
- sketching, notation, documentation and representation in connection with project development.
- Model building as an investigative, analytical and representative tool.
- Manufacture and fabrication of architectural components - analogue as well as digital.
- Building a professional spoken and written language aimed at precise and nuanced communication about your own and others' work to both professionals and lay people.

At all study units in the first year, students will encounter some of the above in the following common workshop formats:

- Introduction to the use of school workshop facilities.
- Introduction to information retrieval at the school's library.
- Introduction to basic techniques in relation to true-to-scale drawing (dual orthogonal projection drawing) - analogue as well as digital.
- Introduction to building technologies, construction and materials.
- Digital thinking and creation: introduction to digital 2 and 3D modelling and related fabrication tools.
- Digital thinking and creation: digital environments and representation.
- Introduction to active application of architectural theory.

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- Introduction to understanding landscapes and contexts.

2.2 Learning Objectives for the First Year of Studies

In the first year of studies students have to demonstrate their ability to managing the learning objectives on an elementary and basic level.

Knowledge about:

- The relationship between methods, media, and the development of form and space.
- The most important tectonic, static and constructive principles in relation to own production in studios.
- Architecture of importance to own production in studios.
- The basic principles of drawing technique for dual-orthogonal projection; oblique axonometric images.
- The terminology of the architectural profession.

Skills in:

- The analysis of form and space, including basic static conditions.
- using analogue and digital tools and techniques.
- Searching out and analysing architecture in digital and analogue media and in a specific physical context.
- The terminology of the architectural profession.
- Collaboration in study processes.

Competencies in:

- Using synthesising and analytical working methods for the development of form and space. This includes analysis and development of form and space with attention to static conditions of relevance to the students' own production in studios.
- Using digital and analogue tools and techniques for the development of form and space and the analysis of existing architecture.
- Searching out and analysing architecture relevant to own production in studios through digital and analogue media and in a specific physical context.
- Applying the terminology of the architectural profession.
- Collaborative relationships with fellow students.
- Independently searching out and acquiring new knowledge and skills relevant to own production in studios.

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2.3 Study Elements During the Second and Third Years of the Programme

Through the study plan the individual study units formulate a well-argued point of departure for the students' learning during the second and third years of study. The academic regulations' responses to the learning objectives will be toned by the programme affiliation of the study unit and the current composition of the teaching staff, but must at all times ensure that the commitment to provide broad and non-specialised teaching with a pivotal point in architecture is met. Themes such as building techniques, understanding of materials, sustainability, digital thinking, understanding of context, as well as relating to the existing building stock are consequently addressed at all units of study regardless of the programme affiliation.

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2.3.1 Study Elements During Semesters 3-5

Studies during semesters 3-5 of the Bachelor's Degree Programme consists of several longer investigative project development courses formulated by the individual study unit supplemented with a series of cross-curricular teaching elements that together ensure that all students gain knowledge of areas that are considered fundamental to the discipline, such as knowledge of architectural history, architectural theory, sustainable architecture and a basic understanding of construction.

The project development courses, through a varied focus on thematics, scale and context across the three semesters, ensure that students gain basic knowledge of the breadth of the architectural profession and thereby obtain a nuanced picture of the scope of architecture that can qualify the later choice of internship or exchange institution as well as specialisation in the Master's Degree Programme.

As of semesters 3-5 the lecture series in history and theory is supplemented by history and theory elements in the project assignments of each unit of study. In these elements students, among other forms of communication, work with written communication as an active and integral part of project development based on both selected and independently identified texts on architectural theory.

During the fifth semester, lectures in architectural history are replaced with lectures in architectural theory based on the history of architecture.

Semester 3 - study elements:

- Investigative project development courses
- Project-integrated written reflection on architectural theory



- Digital thinking and creation; digital media
- Building technologies
- Lecture series in architectural history
- Basic lectures on architecture
- Basic lectures on sustainable architecture

Semester 4 - study elements:

- Investigative project development courses
- Project-integrated written reflection on architectural theory
- Digital thinking and creation; digital workflows
- Building technologies
- Lecture series in architectural history
- Basic lectures on architecture
- Basic lectures on sustainable architecture

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Semester 5 - study elements:

- Investigative project development courses
- Project-integrated written reflection on architectural theory
- Digital thinking and creation; BIM
- Lecture series in architectural history

2.3.2 Study Elements During the Sixth Semester

The sixth semester of the Bachelor's Degree Programme offers students two choices - of which they have to choose one.

- Internship (30 ECTS credits)
- External study period (30 ECTS credits)

If a student is not offered an opportunity to go on exchange - this depends on the number of study places and the number of applicants for the available places at the time in question - the student will have to do an internship in the sixth semester of the programme.

2.4 Project-integrated Study Elements

In the Bachelor's Degree Programme students in all study units of the programme are introduced to two prioritised areas through projectintegrated study elements: Digital Thinking and Critical Written Reflection on Architectural Theory. In order to achieve the greatest possible learning outcome, teaching is organised in such a way that the introduced material is activated in ongoing project work and forms part of the final submission.



2.4.1 Digital Thinking

Under the heading Digital Thinking, digital tools and workflows are introduced in project-integrated courses. The purpose is for students to acquire tangible digital competencies related to the project they are working on during the semester in question, thus strengthening a critical and reflected application of technology to the development of architecture.

In the autumn, the project encounters digital media late in the semester, and students work with how technology can strengthen the way the project is communicated.

In the spring, the project takes the first steps into the digital media, and studies provide a backdrop for further development and processing throughout the semester.

With these two approaches, different digital tools and workflows are orchestrated, producing both virtual and physical results. At the end of the fifth semester, BIM is introduced through a course across study units, in preparation for the upcoming internship on the sixth semester.

2.4.2 Critical Written Reflection on Architectural Theory (BA-CWR)

Students work on written reflection in dialogue with their project development.

The written reflection of students reflects a specific approach situated between the given assignment and the students' projects as well as the students' abilities to unfold and contextualise a project.

The theoretical-historical approach aims at substantiating and developing the students' independent and critically reflected approach to the formulated framework for the studies and an understanding of the students' own project work in a larger architectural-theoretical and historical context.

The architectural-theoretical written reflection provides students with a foundation for following the CWR modules of the Master's Degree Programme. The ability of students to express themselves in writing is included in the assessment of the semester.

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2.5 Learning Objectives for the Second and Third Years of Study

Students must demonstrate a clear development during their third, fourth, and fifth semesters to demonstrate their ability to manage the learning objectives in a progression from being able to apply their knowledge and understanding to a limited academic complexity, in the third semester, to applying it to an increased academic complexity, in the fourth semester, to being able to master, in the fifth semester, an increased academic complexity in an independent and reflected manner.

Knowledge about:

The specific thematics of the study plan.

- Data registration, notation, representation and analysis.
- Relevant resource issues in relation to the investigative project development course.
- Construction and techniques of substantial importance to the investigative project development course.
- Architectural references of relevance to the investigative project development course.

Skills in:

- Carrying out development processes.
- Carrying out project development processes as a basis for programming studies and experiments.
- Carrying out and processing of data collection, notation, representation and analysis, including searching for and incorporating references as well as graphic communication.
- Programming of studies and experiments.
- Selecting and applying digital and analogue tools and techniques relevant to development processes.
- Digital and analogue documentation and communication of investigative and development processes.
- Applying the terminology of the architectural profession.

Competencies in:

- Proactive data collection, notation and analysis, including reflected analysis and incorporating relevant architectural references in the students own investigative project development course.
- Carrying out reflected data collection and processing, including the selection and analysis of examples of relevance to the students' own investigative project development course.
- Carrying out analysis as a basis for programming studies and experiments and for further project development.

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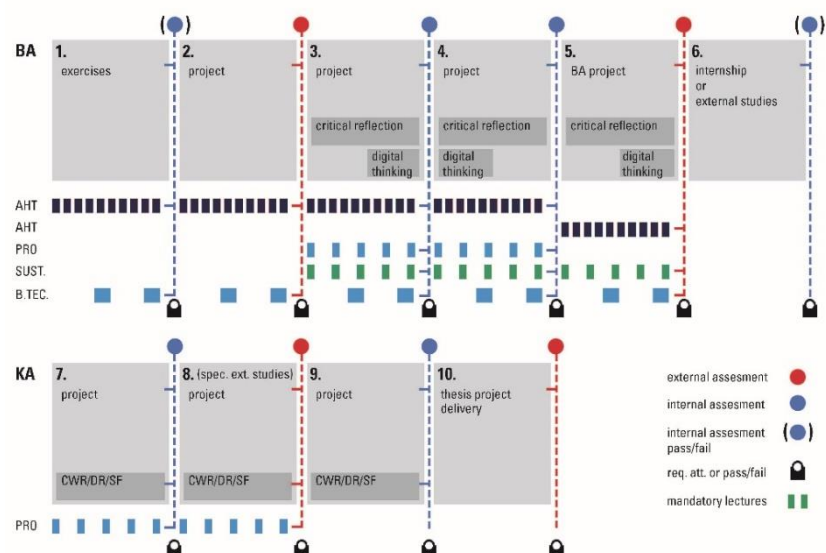
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- Applying to and incorporating digital and analogue tools and techniques into studies, experiments and processes of project development in a reflected manner.
- Reflected documentation and communication of research and development processes, including an account of the sub and main conclusions deduced during the process.
- Carrying out graphic, digital and analogue communication of processes of project development, including giving an account of the significant conclusions and choices that have affected the process.
- Carrying out development-oriented cooperation with peers based on an overall common framework.
- Using the terminology of the architectural profession in the students' own investigative project development course in a reflected manner.

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2.6 Graphic Overview of the Way Studies are Structured



2.7 Requirement to Participate Actively in Studies

Students are expected to participate actively in all study elements and planned study activities. The general requirements for active participation in teaching are:

- Active participation in the study unit's planned activities - including introductions, lectures, reviews, pin-ups and critiques, and attendance in studios.



- A minimum of 80% attendance in each of the following cross-curricular study activities:
 - the theory and history of architecture
 - basic lectures on architecture
 - sustainability
 - building technologies

2.8 Tests and Assessments

In the Bachelor's Degree Programme students are assessed by external examiners after the second and fifth semesters respectively. The other semesters are assessed by internal examiners.

2.8.1 Form of Examination after the First Semester

The examination after the first semester is assessed as *passed* / *not passed* exclusively based on the requirement for active participation in studies. Whether the requirements for active participation in studies have been met is estimated at the end of the semester.

If a student is assessed as not passed, the student in question may continue studying on the second semester of the programme, provided the student solves a supplementary assignment before a specified deadline. If the supplementary assignment is not solved satisfactorily, the student is given a new supplementary assignment. If this assignment is assessed as not passed the student cannot continue studying in the programme.

2.8.2 Forms of Examination after the Second to Fifth Semesters

Two forms of examination are used after the 2nd, 3rd, 4th and 5th semesters:

1. presentation and critique of the semester project
2. presentation and critique of the semester project + written assignments

Students may register for the first form of examination if they meet the general requirement for participating actively in studies.

Students who do not meet the general requirement for participating actively in studies are automatically registered for the second form of examination.

Whether students meet the requirement for participating actively in studies is estimated on 15 December in the autumn semester and on 25

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May in the spring semester, based on the recommendations of the teachers.

2.8.2.1 First Form of Examination: Presentation and Critique of the Semester Project

30-40 minutes are set aside for the examination. The examination is conducted in Danish (Scandinavian) or English. The examiner decides on the examination language prior to the examination period.

The student is given 10-15 minutes to present his or her project. This is followed by a critique of 20-25 minutes, which involves questions, dialogue and final comments by the examiners and other participants in the critique.

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The examination is concluded by the deliberation of the examiners. External examiners participate in assessments after the second and fifth semesters whereas only internal examiners participate in assessments after the third and fourth semesters. The examinations are assessed using a 7-point grading scale.

2.8.2.2 Second Form of Examination: Presentation and Critique of the Semester Project + Written Assignments

The examination comprises two parts. The first part is a presentation and critique of the semester project, which is identical to the first form of examination, the second part consist of one or more written assignments in the study elements for which the student failed to meet the requirement for active participation.

For each of the study elements for which the student failed to meet the requirement for active participation, the responsible teacher sets the student a written assignment. The assignment is handed out after the student's presentation and critique of the semester project and has to be submitted on 15 August. In the autumn semester, the assignment is handed out at the end of December and has to be submitted on 25 January.

The solution to each of the written assignments must comprise 15 standard pages excluding notes and bibliography.

The written assignments are assessed using a 7-point grading scale by the person who has set the assignment and an external examiner during the second and fifth semesters or by the person who set the assignment and an internal examiner during the third and fourth semesters.



The assessment of the semester project and the written assignments are each weighted 50%. In the event of more than one written assignment, each of the assignments is weighted equally towards the 50%.

The semester assignment in the fifth semester constitutes the Bachelor Project.

2.8.2.3 Group Examinations

The exams following the third and fourth semesters may be carried out as group exams. At group examinations, two or more students are assessed on the basis of a joint project.

For the group examination, it is a requirement that independent contributions, on which individual assessments can be based, can be ascertained in the project and the presentation.

If two students are involved, the duration of the test is 60 minutes. Another 20 minutes are added for each student in excess of two who participates.

2.8.3 Forms of Examination During the Sixth Semester

2.8.3.1 Internship

An internship during the sixth semester of the programme is assessed as passed / not passed based on the result of the internship period and the academic outcome.

At the examination students prepare a digital presentation and give an oral account of the internship period based on the internship agreement.

The examination has a duration of 30 minutes.

2.8.3.2 External Study Periods

An external study period during the sixth semester of the programme is awarded credit based on the test result from the host institution.

In the event that the external study period does not comprise an entire semester's full-time studies (equivalent to 30 ECTS), the student in question may be assigned supplementary academic work determined by the Head of Education.

No credit will be awarded for language courses, etc.

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2.9 First-year Examination

The assessment of the Bachelor's Degree Programme after the second semester constitutes the first-year examination. The first year examination must be taken before the end of the first year of studies and the examinations must be passed before the end of the second year of studies in accordance with the Ministerial Order on Examinations and Grading on the Fine Arts Programmes under the Ministry of Science, Innovation and Higher Education (<https://ufm.dk/en/legislation/prevaling-laws-and-regulations/education/files/ministerial-order-on-examinations-and-grading-on-the-fine-arts-programmes-under-the-ministry-of-science-innovation-and-higher-education-161213.pdf>).

3. RULES OF THE PROGRAMME

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3.1 Registering and De-registering for Examinations

Prior to the start of a semester, students are automatically registered for the study activities of the semester in question and exams connected with the semester.

When students are registered for examinations they cannot de-register.

Commenced study elements must be passed no later than three semesters after the commencement of the relevant educational component.

3.2 Re-examination and Re-examination Due to Illness

For examinations not included in the first-year examination, The Study Board may, upon application by the student, grant permission for re-examination or a re-examination due to illness during the same examination period.

When applying for a re-examination due to illness, attaching a doctor's certificate to the application is a requirement. A doctor's certificate is the necessary but not always sufficient basis for being permitted a re-examination due to illness.

3.3 Exam Cheating

At a written examination, direct copying without making a clear reference is considered as plagiarism and exam cheating.

Previously prepared projects and parts thereof which have already been assessed may only be included on an equal footing with other source



material and with clear references. Entire sections and analyses from previous examinations may not be included in or assessed in new exam solutions.

If plagiarism is determined in an exam solution the assignment will be rejected and the student will have used up one examination attempt. Exam cheating is furthermore treated as a disciplinary case in accordance with the disciplinary measures of Aarhus School of Architecture.

3.4 Credit Transfer and Flexibility

Students who have passed educational components in another similar programme can apply for a credit transfer of the educational components they have passed.

Credit-awarding educational components that extend the stipulated period of studies will not be approved.

Applications for credit transfers must be submitted to The Education Secretariat and be considered by the Head of Education.

3.5 Exemptions

The Study Board may in exceptional circumstances grant exemptions from rules laid down in the academic regulations.

Applications for exemptions must be reasoned and in written form. Applications must be submitted as soon as possible. In order for the application to be admissible, the application must clearly state from which rule an exemption is applied for as well as what the student wishes to achieve by applying for an exemption.

Along with the application students must enclose documentation of the unusual circumstances that justify the application. Undocumented circumstances are usually not assigned any importance.

3.6 Transitional Provisions

The transitional provisions apply to students who have taken and passed examinations under the academic regulations for the Bachelor's Degree Programme in Architecture in force from 1 September 2016.

Students who have passed the 1st, 2nd or 3rd semester under the 2016 academic regulations after 31 August 2019 are placed under the 2019

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academic regulations. With the result that the Bachelor Project must be carried out during the fifth semester and the internship/external study period is placed during the sixth semester.

Students who have passed the fourth semester under the 2016 academic regulations after 31 August 2019 are given a choice between completing their Bachelor's degree under the 2016 academic regulations or being placed under the 2019 academic regulations, with the result that the Bachelor Project must be carried out during the fifth semester and internships/external study periods take place during the sixth semester. Students who have passed the fifth semester after 31 August 2019 have to complete the Bachelor project during the sixth semester under the 2016 academic regulations.

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3.7 Appeals and Complaints

Complaints about assessments are processed in accordance with *the Ministerial Order on Examination and Grading on the Fine Arts Programmes under the Ministry of Science, Innovation and Higher Education* (BEK 1526 of 16/12/2013). Complaints about assessments must be submitted to The Education Secretariat no later than 10 working days after the assessment has been notified.

Submitting a complaint regarding an assessment has suspensory effect. Students consequently have the opportunity to follow studies on the next level of study until a decision regarding the complaint or appeal has been reached.

Complaints regarding teaching, supervision or other matters which are not covered by the academic regulations must be submitted to The Education Secretariat and considered by the Rector of Aarhus School of Architecture.

Complaints against decisions taken by Aarhus School of Architecture may, in so far they are concerned with legal matters, be appealed to the Ministry. Complaints about decisions taken by the school must be submitted to The Education Secretariat. Assessments are not subject to the Danish Public Administration Act.

Complaints can only immediately be dealt with if they are in writing and reasoned. Complaints must state what the complaint is about and what the complainant wishes to achieve by filing the complaint.



OVERVIEW OF REVISIONS

Revision 10 March 2022

- **Section 2.8.2 Forms of examination, Semesters 2-5**
The date for estimating active participating in studies is changed from 25 June to 25 May in the spring semester.

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