THE MASTER'S DEGREE PROGRAMME IN ARCHITECTURE

ACADEMIC REGULATIONS 2024

ARKITEKTSKOLEN AARHUS

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1 THE MASTER'S DEGREE PROGRAMME IN ARCHITECTURE

The academic regulations have been drawn up by The Study Board and approved by the Rector. The academic regulations are made in accordance with the following ministerial orders:

- Ministerial Order on Fine Arts Programmes under the Ministry of Higher Education and Science (BEK nr. 27 of 13/01/2020)
- Ministerial Order on Examination and Grading in Fine Arts Programmes under the Ministry of Higher Education and Science (BEK nr. 29 of 13/01/2020)
- Ministerial Order on the Grading Scale and Other Assessments in Maritime Programmes and Fine Arts Programmes (BEK 1128 of 04/07/2022)
- Ministerial Order on Admission to Fine Arts Programmes Arranged as Full-Time Studies (BEK nr. 57 of 10/01/2024)

The programme entitles graduates to use the title *Kandidat i arkitektur, cand.arch. (candidatus/candidata architecturae)* and, in English, *Master of Arts (MA) in Architecture).*

The academic regulations are in force from 1 September 2024.

1.2 ADMISSION REQUIREMENTS FOR THE MASTER'S DEGREE PROGRAMME IN ARCHITECTURE

Admission to the programme requires a relevant bachelor's degree in architecture. The following programmes meet the admission requirements for the programme:

- Aarhus School of Architecture's Bachelor's Degree Programme
- Bachelor (BA) in Architecture from the Royal Danish Academy of Fine Arts

Or any other relevant Danish or international bachelor's degree, on the basis of which students acquire knowledge, skills, and competences corresponding to those acquired in the Bachelor's Degree Programme of Aarhus School of Architecture.

2 THE ACADEMIC PROFILE OF THE PROGRAMME

2.1 OBJECTIVES AND LEARNING FIELDS OF THE PROGRAMME

The Master's Degree Programme of Aarhus School of Architecture is an academic, artistic graduate programme of 120 ECTS arranged as a two-year educational programme on a full-time basis.

The aim of the Master's Degree Programme in Architecture is to qualify students for employment as architects in Denmark and internationally, based on an artistic and scientific foundation.

The Master's Degree Programme is a research-based programme aimed at training graduates who master scientific analysis as well as artistic experimentation. A further aim is to equip graduates to transform complex architectural problems into solutions and statements that relate to historical and contemporary conditions in a meaningful manner.

The purpose of the programme is to train graduates who:

- Possess knowledge, skills, and competencies that qualify them to practice the architectural profession independently
- Can accommodate the architectural profession's need for graduates specialised in the main areas and academic specialties of architecture
- Are qualified for studying architecture at PhD level
- Meet the EU's standards for architectural qualifications and can be employed internationally.

The programme is based on the artistic and scientific foundation of the architectural profession. Practicing the architectural profession requires mastery of space, composition, and materiality at different scales as well as an insight into potential uses, functions, constructions, materials, and legal conditions.

Students choose a studio and follow this studio throughout the programme. This allows students to specialise in the subject area of the studio and the general competencies of the programme.

The Master's Degree Programme centres around six learning fields: ***Insight into Nature, Cultural Understanding, Artistic Formation, Architecture & Scale, Architecture & Technology*** and ***Architecture & Practice.*** Students in the Master's Degree Programme are expected to become increasingly capable of independently incorporating and developing knowledge about the learning fields acquired during their studies into project work and courses of a gradually increasing complexity and level of reflection.

Insight into Nature is concerned with understanding the processes of nature in relation to the land we build on and the climate and ecosystem of which we are a part. Architects should learn to build *with* nature and its material cycle, rather than *against* nature.

Cultural Understanding is concerned with culture as an evolutionary process that embodies history and connects us with continuously evolving building cultures. Social awareness, cultural heritage, and an understanding of context are fundamental, formative pillars for the students of architecture.

Artistic Formation is one of the core competencies of Architects. It is, first and foremost, beauty, achieved through artistic and aesthetic sensibilities, that ensures that cities and buildings have perpetual lifespans. Artistic formation is anchored in the history of the discipline, and tied to an understanding of craftsmanship, materials, space, and form - but also nourished by other artistic disciplines.

Architecture & Scale is concerned with the ability to understand and feel the many overlapping scales that underpin the planning, organisation, and design of our landscapes, cities, and buildings. The ecological crisis calls for a new understanding of scale that involves thinking in terms of contexts rather than isolated entities.

Architecture & Technology is intended to strengthen the students' abilities to translate knowledge about nature and culture into aesthetically and socially relevant buildings and spaces through materials and constructions - articulated through the development of tectonic sensibilities.

Architecture & Practice is intended to mature students' understanding of architecture as a scientific discipline and professional practice based on interdisciplinary collaboration. This promotes their development of an independent professionalism and an identity as architects.

2.1 LEARNING OBJECTIVES OF THE PROGRAMME

Upon completion of the Master's Degree Programme, graduates should meet the following learning objectives divided into knowledge, skills, and competencies:

Knowledge:
Graduates should possess knowledge which, within specific academic areas, is based on the highest level of international research and artistic development.

Graduates should possess knowledge of the historical and theoretical foundation of architecture for a specific architectural subject area and the methods of development connected with this area.

Graduates should be able to understand and relate critically to the knowledge of the architectural discipline and be able to identify scientific and artistic issues.

Graduates should have a deep understanding of the societal role of the architectural profession and its political relevance in a world of climate challenges and limited resources.

Skills:
Graduates should master the scientific and artistic methods of the subject area and its tools and forms of expression as well as master the general skills connected with employment within the architectural profession.

Graduates should be able to assess and contribute to developing the artistic and scientific methods of the subject area and be able to develop new expressions and solutions based on an artistic and scientific foundation.

Graduates should possess skills for communicating to and discussing artistic and scientific issues and solutions with peers and laymen - both verbally and visually.
Graduates should be able to understand and incorporate sustainable solutions in architectural design and be able to incorporate contextual conditions, including environmental, social, and economic conditions.

Competencies:
Graduates should be able to interpret, analyse, and contextualise complex architectural issues, plan and control work and development processes characterised by a high degree of complexity.

Graduates should be able to independently assume responsibility for their academic and professional development and specialisation.

Graduates should be able to independently initiate and carry out discipline-specific and cross-disciplinary cooperation and assume professional responsibility.

Graduates should be able to create coherent architectural designs that integrate aesthetic as well as programmatic, legal, and technical requirements across scales.

3 THE CONTENT AND STRUCTURE OF THE PROGRAMME

3.1 AN OVERVIEW OF THE CONTENT OF THE PROGRAMME

1. sem	**Natural Processes in Architecture** 5 ECTS Approved/Not approved Internal assessment Attendance	**Elective Course** 5 ECTS Approved/Not approved Internal assessment Oral presentation	**Design Studio 1** 20 ECTS The 7 point grading scale Internal assessment Project presentation and oral critique
2. sem	**Individual and Society: Architecture of the Welfare State** 5 ECTS Approved/Not approved Internal assessment Oral presentation	**Study Trip** 5 ECTS Approved/Not approved Internal assessment Attendance	**Design Studio 2** 20 ECTS The 7 point grading scale External assessment Project presentation and oral critique
3. sem	**Architectural Practice: Ecology and Economy** 5 ECTS Approved/Not approved Internal assessment Attendance	**Elective Course** 5 ECTS Approved/Not approved Internal assessment Oral presentation	**Design Studio 3** 20 ECTS The 7 point grading scale Internal assessment Project presentation and oral critique
4. sem	**Thesis project** 30 ECTS The 7 point grading scale External assessment Thesis project and oral critique		

3.2 TEACHING METHODS OF THE PROGRAMME

Teaching in the programme comprises the following formats:

Courses, which are, as a rule, study activities aimed at transferring knowledge. Study circles, workshops, or other activities relevant to the subject area may be associated with the courses. All courses are weighted at 5 ECTS and are concluded independently.

Study trips are considered as an important teaching format allowing students to encounter architecture in its built form and developing a concrete understanding of space and scales. The students acquire an understanding of history and theories and of topical contextual knowledge and how these interact with built architecture. Study trips are therefore considered as a fundamental element of studying architecture.

Design studios (in Danish; atelier) provide the educational framework for project work. The design studios are places for developing creative ideas, having a constructive and critical feedback culture, immersing in studies, designing, and artistic experimentation.

The **design studios** contain project-oriented study activities aimed at building strong professional knowledge and a methodical apparatus within the specific theme of the semester. Students employ an investigative and experimental mode of studying in their work based on concrete architectural design. In the design studio courses, the required complexity of the tasks solved by students increases from semester to semester.

When working in design studios students are affiliated with the same study unit on the programme.

The ability to work independently and take part in many different forms of collaboration, in groups of varying sizes, is an important aspect of the architectural education we offer. Therefore, students will be required to work independently as well as in groups.

Students mainly work in the school's studio spaces, where they are an active part of a professional and social community. Formal as well as informal learning is supported by the school's workshop facilities, laboratories, and library.

3.3 EDUCATIONAL COMPONENTS AND ASSESSMENT

3.3.1 Natural Processes in Architecture (Course 1, Semester 1), 5 ECTS

Learning fields: *Insight into Nature* and *Artistic Formation*

Purpose:
The course focuses on the inherent natural processes of architecture, manifested through buildings, components, and materials in their interrelationship with the environment. Primarily based on specific local conditions, the course focuses on environmental sustainability, studied and analysed through topics such as daylight, water, energy, thermal comfort, indoor climate, wellbeing, material lifespans, and durability.
The course is supported by lectures on the concepts of ecology, aesthetics, and digital tools. These lectures provide the background for exercises based on text, as well as visual studies carried out by means of varying types of media with a focus on ecology and aesthetics. The course provides an introduction to various techniques for analysis, representation and visualisation.

Learning objectives:
When the course is completed, students must have achieved the following:

Knowledge about:

- the interaction between different materials, components, buildings, and natural processes
- environmental sustainability seen specifically in relation to humans, non-humans, environment, and architecture
- the impact of ecology on aesthetics.

Skills in:

- applying digital tools and techniques for analysis, visualisation and representation aimed specifically at nature's interaction with the built environment as well as the humans and nonhumans who are part of this environment.

Competencies in:

- translating and reflecting on the knowledge acquired during group discussions and through working with text and visual studies.

Assessment:
Assessment format: Attendance at least 80% of the teaching activities of a course
Weighting: 5 ECTS
Assessment: Internal assessment
Assessment system: Approved/not approved

3.3.2 Elective Courses (Course 2, Semester 1), 5 ECTS

Purpose:
The course is an elective course based on different combinations of the six learning fields. Students choose one elective offered by the school.

All electives are offered in both the 1st and 3rd semester. The course is based on theory and history within the chosen field, followed by text reading in study groups and group discussions. Finally, the theoretical basis obtained is applied and translated into the preparation of written critical reflection, for example through a series of written exercises throughout the course.

The same elective cannot be chosen on the 1st and 3rd semester.

Learning objectives:
When the course is completed, students must have achieved the following:

Knowledge about:

- specific topics that allow for specialisation in the core or periphery of architecture relevant to the independent interests and academic and professional development of students.

Skills in:

- extracting and synthesising relevant knowledge from external sources for use in written discussion and reflection.

Competencies in:

- independently to interpret and translate the theoretical knowledge gained into written critical reflection at an academic level.

Assessment:
Assessment format: Oral presentation based on the independently prepared written material.

The material prepared must address and unfold the course-specific themes and must have a total scope of 8-10 standard pages, which is specified in the study plans. The material must be discursive and include external sources and demonstrate independent reflection.
Weighting: 5 ECTS
Assessment: Internal assessment
Assessment system: Approved/not approved

3.3.3 Design Studio 1 (Semester 1), 20 ECTS

Purpose:
The design studio builds on the artistic foundation, tools, knowledge, and methods students have acquired on the Bachelor's Degree Programme, but now with a specific professional and academic focus on the specialisation of the studio. Design Studio 1 introduces new graduate students to the specific subject area of the studio. This takes the form of project work under individual as well as group supervision, of dialogues with the teachers of the unit, and of workshops and lectures.

The work is documented on the basis of processual studies, analyses, experiments, and sketches. Finally, the project is represented, e.g., in drawings and models, in a format specifically adapted to the design studio's disciplinary focus and the assigned task.

Learning objectives:

When the design studio is completed, students must have achieved the following:

Knowledge about:

- the specific disciplinary focus - theoretically, methodologically, and in terms of relevance to practice - at the introductory level.

Skills in:

- under supervision and at the introductory level, translating and integrating the acquired discipline-specific knowledge into the project work, supplemented by the use and further development of tools and methods they have already mastered.

Competencies in:

- presenting projects, at the introductory level, using specialist terminology that is specific to the subject area of the unit.

Assessment:
Assessment format: Project and oral critique.
The project material (including photos of analogue material, if any) is submitted as one PDF file.
The project material typically consists of posters, sketches, logbooks, and models. Work can, however, also be submitted in other relevant forms.
The project is presented by the student with or without the aid of digital tools.

If the project is prepared by a group of students, it is a requirement that it is possible to identify independent contributions to the presentation and the subsequent dialogue on which individual assessments can be based.

The duration of the oral assessment is as follows:

Individual assessments:
The duration of the individual assessment is 40 min in total.

- Presentation: no more than 15 min
- Questions: 10 min
- Comments and critique: 15 min

Group assessments:
When groups of students are assessed, the duration of the assessment is 60 minutes in total for two students, to which is added 20 minutes for each additional student.

- Presentation: no more than 20 min
- Questions: 20 min
- Comments and critique: 20 min

Weighting: 20 ECTS
Assessment: Internal assessment
Assessment system: The 7-point grading scale

3.3.4 Individual and Society; Architecture of the Welfare State (Course 1, Semester 2), 5 ECTS

Learning fields: *Cultural Understanding* and *Architecture & Scale*

Purpose:
The course provides an introduction to the political and societal context of architecture with a focus on social sustainability.

The course focuses on the Danish and Scandinavian context and the role of architecture in the welfare state. The course provides an introduction to the importance of architectural heritage. The focus, however, is on introducing and discussing several contemporary dilemmas pertaining to the development of the welfare state. Diversity in cities and urban spaces and social justice is discussed. This is combined with reading of course-specific literature and presentations by architects and professionals from other relevant disciplines.

Students are working across scales with topics ranging from strategic planning to domestic architecture. There is a special focus on housing in Denmark.

The course is primarily theory-based. Teaching alternates between lectures, reading, and discussions. An analytical assignment is part of the course; the assignment is submitted as an oral presentation.

Learning objectives:

When the course is completed, students must have achieved the following:

Knowledge about:

- the social contexts of society and their impact on architecture based on the welfare state
- varying interdisciplinary perspectives on aspects of the housing in the welfare state across scales.

Skills in:

- analysing interdisciplinary aspects of social sustainability seen in relation to architecture.

Competencies in:

- reflexive and discursive verbal communication of acquired knowledge using subject-specific terminology.

Assessment:
Assessment format: Oral presentation of the analytical assignment in conclusion of the course. Any additional forms of assessment for the course are specified in more detail in the course description.
Weighting: 5 ECTS
Assessment: Internal assessment
Assessment system: Approved/not approved

3.3.5 Study Trip (Course 2, Semester 2), 5 ECTS

Learning fields: *Cultural Understanding* and *Architecture & Scale*

Purpose:
The course revolves around a study trip chosen by individual students from several trips offered by Aarhus School of Architecture.

The study trip is, as a general rule, structured around three main phases: 1) preparing for the trip, 2) the trip itself, and 3) summing up and reflecting on the trip. The preparations comprise both a cross-disciplinary fundamental introduction with a theoretical and historical starting point for all second-semester students and destination-specific preparations.

The study trip itself is scheduled in the middle week of the course block. To follow up on the trip, students process, summarise, and reflect on the experiential learning acquired by their encounter with the architecture at the destination.

The aim of the study trip is to allow students to encounter architecture in built form and develop a concrete understanding of space and scale. Students acquire an understanding of history and theory as well as topical, contextual knowledge and how these interact with architecture. Students acquire theoretical knowledge and analytical skills relating to architecture in a geographical, cultural, and historical context.

Learning objectives:

When the study trip is completed, students must have achieved the following:

Knowledge about:

- theory and history as a framework for experiencing architecture in 1:1 (full-scale) at an advanced level
- selected architectural works and their context focusing on the specific destination and theme of the chosen study trip.

Skills in:

- connecting and expanding fundamental theoretically based knowledge of works of architecture and their context by means of personal experience in full scale, and in its real context.

Competencies in:

- Understanding, reflecting on, and communicating the knowledge gained across aspects of culture, architecture, and scale by means of a theoretical introduction and the students' own experience.

Assessment:
Assessment format: Attendance at least 80% of the teaching activities of the course
Weighting: 5 ECTS
Assessment: Internal assessment
Assessment system: Approved/not approved

3.3.6 Design Studio 2 (Semester 2), 20 ECTS

Purpose:
The work builds on the artistic foundation, tools, knowledge, and methods students have acquired during their previous studies on the Bachelor's and Master's Degree Programmes, but now with a specific academic focus on adapting and applying these in the specific subject area. The aim of Design Studio 2 is to enable students to translate knowledge in the specific subject area of the unit into an active parameter of the design process. This may take the form of project work, under individual or group supervision, of dialogues with the teachers of the studio, but also of workshops and lectures.

The work is continuously documented on the basis of processual studies, analyses, experiments, and sketches. The project is finally represented, e.g., as drawings or models, in a format specifically adapted to the studio's disciplinary focus and the set assignment.

Learning objectives:
When the design studio is completed, students must have achieved the following:

Knowledge about:

- the special theoretical and practical approach to methods of the specific disciplinary focus at an advanced level.

Skills in:

- presenting and discussing while actively using subject-specific terminology that is specific to the subject area of the unit.

Competencies in:

- under supervision, translating and integrating the acquired discipline-specific knowledge into the project work with an increased level of complexity by applying, specialising, and developing the tools and methods from previous semesters.

Assessment:

Assessment format: Project and oral critique.

The project material (including photos of analogue material, if any) is submitted as one PDF file.
The project material typically consists of posters, sketches, logbooks, and models. Work can, however, also be submitted in other relevant forms.
The project is presented by the student with or without the aid of digital tools.
If the project is prepared by a group of students, it is a requirement that it is possible to identify independent contributions to the presentation and the subsequent dialogue on which individual assessments can be based.

The duration of the oral assessment is as follows:

Individual assessments:

The duration of the individual assessment is 40 min in total.

- Presentation: no more than 15 min
- Questions: 10 min
- Comments and critique: 15 min

Group assessments:

When groups of students are assessed, the duration of the assessment is 60 minutes in total for two students, to which is added 20 minutes for each additional student.

- Presentation: no more than 20 min
- Questions: 20 min
- Comments and critique: 20 min

Weighting: 20 ECTS
Assessment: External assessment
Assessment system: The 7-point grading scale

3.3.7 Architectural Practice: Ecology and Economy (Course 1, Semester 3), 5. ECTS

Learning fields: *Architecture & Practice* and *Insight into Nature*

Purpose:
The course is structured around a lecture series supplemented by self-studies in the form of reading which is activated in facilitated group discussions. The course is based on the complex,

and often conflicted, interaction between notions of architectural value, sustainability, and the economic perspectives of the building industry.

The course also provides a basic introduction to economic aspects of building, with the aim of developing a deeper understanding of the conditions of interaction between economics, architectural values, and sustainability in the building process. The theoretical knowledge students acquire is tested in case studies, which can be based on interviews and analyses of project material aiming for an understanding of economics in relation to architecture and its ecological implications.

Learning objectives:
When the educational component is completed, students must have achieved the following:

Knowledge about:

- economic and ecological consequences of architectural practice
- how to negotiate between architectural quality and resources in relation to the planning and realisation of architecture.

Skills in:

- understanding the relationship between economics, ecology and architecture, as a way of preparing for future professional practice.

Competencies in:

- forming an awareness and ability to reflect on the realisation of buildings within the field of architecture.

Assessment:
Assessment format: Attendance at least 80% of the teaching activities of the course
Weighting: 5 ECTS
Assessment: Internal assessment
Assessment system: Approved/not approved

3.3.8 Elective Courses (Course 2, Semester 3), 5 ECTS

Purpose:
Similar to the elective course during semester 1, the course is an elective course based on different combinations of the six learning fields. Students choose one of the elective courses offered by the school.

All elective courses are offered during both semesters 1 and 3. The elective course is based on theories and history within the chosen field, followed by reading in study groups and discussions in groups. Finally, we attempt to apply and translate the theoretical foundation students have acquired by creating a critical reflection in writing, for example through a series of written exercises throughout the course. Students cannot choose the same elective for semesters 1 and 3.

Learning objectives:
When the course is completed, students must have achieved the following:

Knowledge about:

- specific topics that allow for specialisation in the core or periphery of architecture relevant to the students' independent interests and professional and academic development.

Skills in:

- extracting and synthesising relevant knowledge from external sources for use in discussions and reflections in writing.

Competencies in:

- independently interpreting and translating the acquired theoretical knowledge into a written critical reflection at an academic level.

Assessment:
Assessment format: Oral presentation based on the independently prepared written material. The material prepared must address and unfold the course-specific themes and must have a total scope of 8-10 standard pages, which is specified in the study plans. The material must be discursive and include external sources and demonstrate independent reflection.
Weighting: 5 ECTS
Assessment: Internal assessment
Assessment system: Approved/not approved

3.3.9 Design Studio 3 (Semester 3), 20 ECTS

Purpose:
The work builds on the artistic foundation, tools, knowledge and methods student acquired during their earlier studies, but now as elements that complement an already expanded apparatus of knowledge and methods in the specific subject area. The aim of Design Studio 3 is to enable students to translate knowledge within the specific subject area of the studio into an active parameter of the design process. Lastly, students should be able to independently integrate relevant aspects of sustainability and tectonics as active parameters of a design process.

The work is documented on the basis of processual studies, analyses, experiments, and sketches. The project is finally represented, e.g., as drawings and models, in a format specifically adjusted to the disciplinary focus of the studio and the set assignment.

Learning objectives:
When the design studio is completed, students must have achieved the following:

Knowledge about:

- the theories, methods, and practice of the specific disciplinary focus at an advanced level.

Skills in:

- independently applying and mastering advanced terminology specific to the subject area of the studio in verbal communication
- using independently, and in a varied manner, forms of representation specifically adjusted to the subject area of the studio.

Competencies in:

- translating and integrating the acquired subject-specific knowledge into project work with a high degree of complexity at an independent level, while applying an individually adjusted methodological apparatus.

Assessment:
Assessment format: Project and oral critique.
The project material (including photos of analogue material, if any) is submitted as one PDF file.
The project material typically consists of posters, sketches, logbooks, and models. Work can, however, also be submitted in other relevant forms.
The project is presented by the student with or without the aid of digital tools.
If the project is prepared by a group of students, it is a requirement that it is possible to identify independent contributions to the presentation and the subsequent dialogue on which individual assessments can be based.

The duration of the oral assessment is as follows:

Individual assessments:
The duration of the individual assessment is 40 min in total.

- Presentation: no more than 15 min
- Questions: 10 min
- Comments and critique: 15 min

Group assessments:
When groups of students are assessed, the duration of the assessment is 60 minutes in total for two students, to which is added 20 minutes for each additional student.

- Presentation: no more than 20 min
- Questions: 20 min
- Comments and critique: 20 min

Weighting: 20 ECTS
Assessment: Internal assessment
Assessment system: The 7-point grading scale

3.3.10 Thesis Project (Semester 4), 30 ECTS

Purpose:

The thesis project is a semester long, coherent project-based course, during which students navigate the process based on their own choices with a high degree of independence. Finally, the student is expected to be able to relate to and account for the process-related span between programme and finished project.

The thesis project is based on a subject chosen by the individual student within the specific architectural subject area of the studio. The subject should be relevant to the discipline of architecture and to society and forms the academic starting point of the thesis project.
The project and the supervision are based on a programme composed and submitted at the beginning of the semester.

This starting point is described through the preparation and submission of a programme at the beginning of the semester, which forms the basis for the project and supervision. One month is given for the preparation of the programme.

The written programme should account for the societal and disciplinary relevance of the assignment. The historical, theoretical and, practical foundation of the project; its professional and academic objectives; and its delimitation should also be described in the programme.

The programme should not exceed 3500 words or 40 pages, including optional supporting material such as illustrations, photos, drawings, etc.

If the thesis project is carried out by a group of students, the programme should state which parts of the project are handled by the individual group members.
The programme is approved by the supervisor and an internal examiner. It forms the basis for the project and the supervision.

Learning objectives:
When the thesis project is completed, students must have achieved the following:

Knowledge about:

- the specific topic, chosen by the student, the thesis project seeks to address.

Skills in:

- obtaining, analysing, interpreting reflexively, translating, and integrating theoretical knowledge as an active parameter of a design process characterised by a high degree of complexity with a focus on realisation
- applying a wide range of tools and methods that interact with each other and were developed by students in the course of their studies.

Competencies in:

- incorporating sustainability and tectonic aspects as active parameters of the design process
- being able to communicate, verbally and in writing, as well as reflect over the process and studies related to the project work using the terminology of the subject area

- being able to independently translate an issue of relevance to the discipline and society into an independent project proposal within the subject area of the design studio, while applying, with variation, forms of representation relevant to the disciplinary fields.

Assessment:
Assessment format: Thesis project and oral assessment
The thesis project consists of a programme and project work in the form of drawings, models, etc. Apart from being the final form of the project, this material must also reflect the work process.

The duration of the oral assessment is as follows:
Individual assessments:
The duration of the individual assessment of the thesis projects is 90 min, including deliberation.

- Presentation: no more than 30 min
- Question and answer session: 30 min
- Comments: 15 min
- Deliberation: 15 min

Assessing groups of students:
When groups of students are assessed, the duration of the final assessments on the MA programme is 120 minutes, including deliberation.

- Presentation: no more than 45 min. The presentation should be arranged in a way that makes it possible to identify the contribution of individual students.
- Question and answer session: 45 min
- Comments: 15 min
- Deliberation: 15 min

Weighting: 30 ECTS
Assessment: The assessment committee consists of a supervisor, an internal examiner, and two external examiners
Assessment system: The 7-point grading scale

Students who fail to pass their thesis projects at the first attempt must prepare a revised programme for their thesis project within the same subject area. They are then assigned a deadline for a new assessment. The new deadline is three months after the deadline for approval of the programme. Students are given approximately one week to adjust the programme. If students fail to pass their second assessment, they are given a third attempt. This attempt is subject to the same conditions that apply to the second attempt.

4 RULES OF THE PROGRAMME

4.1 REGISTERING FOR TEACHING AND EXAMS

Prior to the start of a semester, students are automatically registered for the study activities of the semester in question and associated assessments. Students are registered regardless of whether they have not yet passed educational components from previous semesters.

4.1.1 Registering for elective courses

The deadline for registering for elective courses, including study trips, is announced on Intra; the deadline is during the previous semester. More detailed information about deadlines and links for registration can be found on the school's Intra.

If a student fails to register in time, the student is enrolled in an elective course by the school.

If more students than can be accommodated register for an elective course, the allocation is based on the following criteria:

- If there is a need to choose between several students with the same priority, the first come, first served principle applies

If a student fails to fill in a registration form correctly, this is considered as failing to register on time for an elective course

4.1.2 Registering for examinations

When students register for teaching, they are also registered for assessments. Deregistering is not possible. If a student fails to attend an exam, an examination attempt has been used.

4.1.3 Exemptions relating to registering for teaching and examinations

The Study Board may exempt from the rule that requires students to register for 30 ECTS per semester in the event of exceptional circumstances, or if the student is an elite athlete and is unable to follow his or her studies within the regular, stipulated period of time.

The Study Board may exempt from the rule that registration for examinations is binding if exceptional circumstances apply.

4.2 RE-EXAMINATIONS

If a student fails to pass an examination, the student is still registered for the examination. All re-examinations for both the spring and autumn semesters are held in August.

Re-examinations, courses:

If students fail to pass a course, they are required to make a written assignment set by the teacher who is responsible. The assignment to hand in should comprise 13-15 standard pages (2400 characters), not including notes and the bibliography.

Re-examinations, design studios:
The examination consists of two parts. The first part is a presentation of the project and an oral critique (as described in the ordinary assessment form). The intention of this is to rectify any shortcomings the project might have. The second part is a written reflection (possibly containing illustrations) of 7-10 standard pages. The reflection should relate to the semester project theoretically, historically, or as built architecture.

The grade is awarded based on an overall assessment of the project presentation and written reflection.

Re-examination – thesis project:
For re-examinations connected with the thesis project, the special rules set out in section 3.3.10 apply.

4.3 RE-EXAMNATION DUE TO ILLNESS

If a student is unable to attend an assessment due to illness, this has to be documented with a doctor's certificate. Otherwise, it counts as a used examination attempt.

Re-examinations due to illness are scheduled in August. The examination form for design studios is the same as for ordinary exams. The examination form described under re-examinations also applies to courses.

4.4 STUDIES ABROAD

Semester 2 of the MA programme can be replaced by a pre-approved study period at an educational institution abroad. For this stay it is a requirement that the student is completing educational activities in the field of architecture that are relevant to the specialisation they have chosen. More details about this can be found on Intra.

When Aarhus School of Architecture approves the credit transfer of courses or educational components passed at a higher education programme abroad, the assessment is transferred as "Passed".

4.5 FORMAL REQUIREMENTS

For examinations where the extent is indicated in standard pages, a standard page equals 2400 characters, including spaces. Illustrations, figures, the list of content and the bibliography are not included in this.

Aarhus School of Architecture may reject material submitted for assessment if the material does not meet the formal requirements laid down in the academic regulations. If an assignment is rejected, an examination attempt has been used.

4.6 EXEMPTIONS

In exceptional circumstances The Study Board may grant exemptions from the rules of the academic regulations that are determined by The Study Board.

Applications for exemptions must be substantiated and in writing and must be submitted as soon as possible. In order for the application to be immediately processed, it must be clearly stated from which rule an exemption is applied for and what the person who applies wants to achieve by applying. Along with the application students must enclose documentation of the unusual circumstances that justify the application. Undocumented circumstances are usually not assigned any importance. For more information about exemptions, please consult the handbook on Intra entitled *Study Information*.

4.7 CREDIT TRANSFER

Students who have passed similar educational components while studying at another educational institution must apply for a credit transfer of the educational components they passed.

Applications for credit transfers are processed by the Head of Education.

4.8 LANGUAGE OF THE PROGRAMME

The Master's degree programme in Architecture is, as a rule, an educational programme offered in Danish. Students should, however, expect extensive use of specialist literature in English and a team of teachers/supervisors that is international in its composition. It is possible to complete the programme in English.

The language used for assessments is generally the same as the language of instruction.

4.9 TRANSITIONAL PROVISIONS

All students in the Master's Degree Programme are transferred to these academic regulations and registered at the relevant levels of study.

However, the following transitional scheme applies to students who are about to begin studying on semester 2 in the autumn semester of 2024:

Semester 2, autumn 2024:
Architecture and Practice: Ecology and Economics (5 ECTS)
Elective with CWR (5 ECTS)
Design studio (20 ECTS)

This semester can be replaced by a semester studying abroad.

Semester 3, spring 2025:

The Architecture of the Welfare State (5 ECTS)
Study trip (5 ECTS)
Design studio (20 ECTS)

Semester 4, autumn 2025:
Thesis project (30 ECTS)

The content and descriptions of examinations follow those described in chapter 3.

The learning objectives for progression are reversed in the project course, i.e., the progression increases from semester 2 to 3.