THE BACHELOR'S DEGREE PROGRAMME IN ARCHITECTURE

ACADEMIC REGULATIONS 2024

Version 3

ARKITEKTSKOLEN AARHUS

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1 THE BACHELOR'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)

Completing the programme gives the right to use the title *Bachelor (BA) i arkitektur* and, in English, *Bachelor of Arts in Architecture*.

The academic regulations are in force from 1 September 2024.

2 THE ACADEMIC PROFILE OF THE PROGRAMME

2.1 EDUCATIONAL OBJECTIVES AND LEARNING FIELDS OF THE PROGRAMME

The Bachelor's Degree Programme is an independent programme based on research, artistic research, and practice related to the architectural profession. The programme aims to qualify students to independently perform professional functions based on knowledge and methodological skills within one or more subject areas.

The Bachelor's Degree Programme of Aarhus School of Architecture is an academic undergraduate programme based on research, artistic research, and practice of 180 ECTS organised as a full-time, three-year educational programme.

The objective of the Bachelor's Degree Programme is to train bachelors who, based on artistic and research-based knowledge, are capable of contributing to sustainable architectural development in a local and global perspective. This requires students to aesthetically master space, form, construction, and materiality across the scales of architecture and have an insight into aspects of architecture related to ecology, society, and function.

The programme is based on the artistic, scientific, and practice-related foundation of the architectural discipline as a context that comprises the contributions of other disciplines to carrying on and transforming our building culture in a sustainable perspective. Based on the need for more professional architectural knowledge about sustainability, students should, above all, be equipped to take part in the development of a resource-conscious and aesthetically informed architecture that takes into consideration all forms of life.

The Bachelor's Degree Programme centres around six overlapping learning fields. Together, these fields form the academic and professional backbone of the programme: **Insight into Nature**, **Cultural Understanding**, **Artistic Formation**, **Architecture & Scale**, **Architecture & Technology** and **Architecture & Practice**.

During the Bachelor's Degree Programme, students encounter the learning fields in different combinations. The learning fields constitute a shared frame of reference for developing the students' independent understanding of the architectural profession.

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. For students of architecture, social awareness, cultural heritage, and an understanding of context are fundamental, formative pillars.

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 sense 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 students' abilities to translate knowledge about nature and culture into aesthetically and socially relevant buildings and spaces through materials and constructions - articulated in 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 furthers the development of their independent professional expertise and identity as architects.

2.1 LEARNING OBJECTIVES OF THE PROGRAMME

At the conclusion of the Bachelor's Degree Programme, students must have achieved the following learning outcomes divided into knowledge, skills, and competencies:

Knowledge of the theories and history of the architectural discipline as a foundation for independently managing and developing functions in the practice of architecture that relate meaningfully to the conditions of the context, including environmental conditions.
Students should be able to understand and reflect critically on the relationship between the discipline and practice of architecture.

Skills in methodically connecting artistic and scientific knowledge and abilities by using and developing relevant tools and forms of expression in solutions that solve complex issues.
Students should be able to assess and communicate artistic and scientific dimensions of an architectural process to peers, relevant actors, and non-specialists.

Competencies in planning and managing complex and development-oriented, value-creating processes in study and practice-related contexts of architecture; competencies in independently bringing into play architectural expertise in interdisciplinary collaboration with others.
Students should be able to identify their architectural goals and learning requirements in relation to a critical understanding of the conditions of the context and be able to structure their learning.

3 THE CONTENT AND STRUCTURE OF THE PROGRAMME

3.1 AN OVERVIEW OF THE CONTENT OF THE PROGRAMME

1. sem

An Introduction to Architecture as a Discipline and Practice

30 ECTS
The 7 point grading scale
Internal assessment
Portfolio

2. sem

The History and Theory of Architecture: Landscape

5 ECTS
Approved/Not approved
Internal assessment
Study activity

The Methodology of Architects: Landscape

5 ECTS
Approved/Not approved
Internal assessment
Study activity

Design Studio: Landscape, Place, and Building

20 ECTS
The 7 point grading scale
External assessment
Project presentation and oral critique

3. sem

The History and Theory of Architecture: The City

5 ECTS
The 7 point grading scale
Internal assessment
Oral presentation

Study Trip: Transformation, City, and Building

5 ECTS
Approved/Not approved
Internal assessment
Study activity

Design Studio: Transformation, City, and Building

20 ECTS
The 7 point grading scale
External assessment
Project presentation and oral critique

4. sem

The History and Theory of Architecture: Homes

5 ECTS
Approved/Not approved
Internal assessment
Study activity

The Methodology and Practice of Architects

5 ECTS
Approved/Not approved
Internal assessment
Study activity

Design Studio: Home, Space, and Building

20 ECTS
The 7 point grading scale
Internal assessment
Project presentation and oral critique

5. sem

The History and Theory of Architecture: Building Transformation

5 ECTS
The 7 point grading scale
Internal assessment
Oral presentation

Study Trip: Transformation, Building, and Detail

5 ECTS
Approved/Not approved
Internal assessment
Study activity

Design Studio: Transformation, Building, and Detail

20 ECTS
The 7 point grading scale
External assessment
Project presentation and oral critique

6. sem

Internship (or study abroad)

30 ECTS
Approved/Not approved
Internal assessment
Oral presentation of log book

3.2 TEACHING METHODS OF THE PROGRAMME

Teaching in the programme is based on the following formats:

The first semester is a coherent course of exercises weighted at 30 ECTS in total and concluded as an independent course.

Courses are hybrid teaching formats in which architecture - its theory, history, and methodology - is analysed and developed from a societal perspective. The courses are based on specific societal issues and, through this, require the application and integration of the artistic and technological dimensions, knowledge areas, and tools of the architectural profession. The courses are lecture-based academic activities, which may be supplemented with study groups, workshops, or other activities relevant to the subject area. All courses are worth 5 ECTS credits and are independently completed modules.

Semesters two to five of the Bachelor's Degree Programme are introduced by two consecutive 3-week course blocks. The intention is that the students themselves should introduce knowledge from the course blocks into the project work in the subsequent design studio based on their level of study.

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, technology, and scales. The students acquire an understanding of the connection and application 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 artistic and scientific creative idea development, having a constructive and critical feedback culture, immersing in studies, designing, and artistic experimentation, which are central to the artistic and technological approach of the programme.

The **design studios** contain project-oriented study activities aimed at building strong professional knowledge and a methodological apparatus within the specific theme of the semester, informed by the student's knowledge, theory, and methodology from the courses. Students employ an investigative and experimental mode of studying in their work based on a reflective approach that integrates the artistic technological dimensions of the field, its knowledge areas, and tools, translated into 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 unit in the second and third years of the Bachelor's Degree 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 An Introduction to Architecture as a Discipline and Practice (Semester 1), 30 ECTS

Learning fields: *Insight into Nature, Cultural Understanding, Artistic Formation, Architecture & Scale, Architecture & Technology,* and *Architecture & Practice.*

Purpose:

Through a series of exercises, the semester provides an introduction to architecture as a transformative discipline and practice. The module is based on six learning fields that, together, form a continuous didactic framework for teaching at Aarhus School of Architecture: Architecture and Practice, Architecture & Scale, Insight into Nature, Cultural Understanding, Artistic Formation, and Architecture and Technology. The exercises allow students to acquire fundamental experience with and train their ability to identify the discipline and practice of architecture based on the learning fields.

Learning objectives:

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

Knowledge about:

- the six learning fields and the way they are connected as artistic and scientific dimensions of the architectural discipline, focusing on the scale and contextual interconnectedness of architecture
- architecture as a versatile discipline and practice that is unfolded spatially, materially, and socially
- architectural history and theory as an integrated foundation for assessing and developing architecture and the personal formation of architects.

Skills in:

- identifying and applying knowledge of the six learning fields and their interconnectedness in an architectural, analytical design process
- applying relevant analogue and digital tools of representation and fabrication in architectural analytical processes and design processes.

Competencies in:

- reflecting on their own learning through discussions and by communicating shared and individual architectural processes, including giving and receiving criticism and feedback, and compiling a portfolio
- applying methods and tools in project work.

Assessment:

Assessment format: Portfolio assessment
The semester concludes with a portfolio assessment, during which the student's portfolio of materials is presented and evaluated. The student is not present during the examiner's review of the material.

The portfolio must include, at a minimum, elements from a range of specific topics covered during the semester. These requirements will be further specified in the study plan.

Weighting: 30 ECTS
Assessment: Internal assessment
Assessment system: The 7-point grading scale

3.3.2 The History and Theory of Architecture: Landscape (Course 1, Semester 2), 5 ECTS

Learning fields: *Insight into Nature* and *Cultural Understanding*

Purpose:

An understanding of natural cycles between climate, landscapes, and buildings gives students an insight into environmental conditions that are important to architecture. Based in the Nordic context, and seen in a global perspective, the theory and history of ecology are introduced. Through studies of building culture, strategies for the contemporary development of sustainable architecture are identified.

Learning objectives:

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

Knowledge about:

- the theory and history of ecology in relation to architecture and the understanding of place
- cultural heritage practice as a lens for understanding the landscape.

Skills in:

- analysing natural processes in landscapes, material cycles, and microclimates (sun, wind, water)
- visualising environmental connections between buildings and places.

Competencies in:

- applying understandings of place informed by cultural heritage practices as well as knowledge of natural processes in landscapes.

Assessment:
Assessment format: Study activity
Based on the course's learning objectives, one or more assignments will be specified in the study plan as mandatory submissions to document study activity. The assignments will cover activities from all three weeks of the course.
Weighting: 5 ECTS
Assessment: Internal assessment
Assessment system: Approved/not approved

3.3.3 The Methodology of Architects: Landscape (Course 2, Semester 2), 5 ECTS

Learning fields: *Artistic formation* and *Architecture & Technology*

Purpose:

Based on knowledge of the history and theory of the built landscape, the course aims at training the students' understanding of the connected methodological nature of technological and artistic aspects in the practice of landscape architecture. Based in the Nordic context, and seen in a

global perspective, the theory and history of tectonics and aesthetics are introduced. This establishes the landscape as a framework for developing the methods of architects in a world of limited resources.

Learning objectives:

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

Knowledge about:

- the landscape as a framework for developing artistic and technological dimensions of the methodology of architects
- the history and theory of the concepts of aesthetics and tectonics as a critical starting point for architectural landscape practices
- the history, properties, impression, and artistic application of materials in landscape architecture.

Skills in:

- identifying artistic and technological dimensions of the Methodology of architects relating to the sustainable development of architecture
- analysing and designing tectonic connections between aesthetic and technical aspects of the process and form of landscapes.

Competencies in:

- collaborating on issues in a design process, communicating the results, and reflecting on own learning.

Assessment:
Assessment format: Study activity
Based on the course's learning objectives, one or more assignments will be specified in the study plan as mandatory submissions to document study activity. The assignments will cover activities from all three weeks of the course.
Weighting: 5 ECTS
Assessment: Internal assessment
Assessment system: Approved/not approved

3.3.4 Design Studio: Landscape, Place, and Building (Semester 2), 20 ECTS

Purpose:

The aim of the design studio is for students to develop an understanding of the relations between landscape, place, and building.

The design studio aims at developing students' ability to establish a productive practice of work in which drawing and modelling are used as developing tools for experimentation, exploration, and reflecting on the development of architecture. This involves students building a methodical approach to working with architecture. A further aim is that students should develop the ability to actively seek out and acquire knowledge and skills that are relevant to what they produce in their studies.

Students should develop communication and presentation skills for communicating architectural ideas and projects, both within and outside the architectural profession. The overall objective of

the design studio is to equip students to understand, create, and communicate architecture in a way that is both productive and intelligible.

Learning objectives:

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

Knowledge about:

- methods of data collection such as recording, notation, and representation in the context of landscapes and places
- the landscape as a context: landscape typologies, the environment, water, wind, and daylight
- academic and professional concepts such as place and habitation, as well as relevant references to the history and theory of architecture.

Skills in:

- applying data collection methods and analysis to the understanding of a landscape context
- applying the tools and methods of the discipline, including the artistic processes of sketching and modelling
- project communication using the tools and terminology of the discipline
- applying the characteristics and qualities of landscapes as a basis for architecture.

Competencies in:

- developing and communicating projects and processes based on a fundamental insight into nature and an understanding of place in a landscape context within the theme of "Landscape, Place, and Building".

Assessment format: Project presentation and oral critique
The project material (including photos of analogue material, if any) is submitted as one PDF file. The project material typically comprises posters, sketches, logbooks, and models. Work can also be submitted in other relevant forms.

Furthermore, students submit documentation of the work with the project that supplements the project material. The documentation gives students the opportunity of presenting their projects in a more adequate way and therefore offers the examiner/external examiner a key to reading the project. The documentation is an individual, written reflective and illustrated account of the programmatic foundation of the semester project. The documentation is submitted in PDF format and may not comprise more than four pages (A4), including illustrations. The programme sheet is submitted as a separate PDF file.

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

- The project is presented by the student with or without the aid of digital tools: no more than 15 min.
- Questions: 10 min.
- Comments and critique: 15 min.

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

3.3.5 The History and Theory of Architecture: The City, 5 ECTS (Course 1, Semester 3)
Learning fields: *Architecture & Scale* and *Architecture & Practice*

Purpose:

The background and work of the course is based in the theory and history of the city, focusing on the architectural concepts of scale, function, and typology as central and integrated elements of the architectural development process and history.

The course deepens the understanding of the concept of scale and introduces historical as well as more recent town planning theories. The concepts of scale, function, and typology also provide the starting point for a basic introduction to urban morphologies, focusing on Danish urban developments in a global context.

Learning objectives:

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

Knowledge about:
- the history and theories of cities and urban architecture with a focus on scale, function, and typology
- urban development and town planning as concepts and processes at a fundamental level
- programming as a tool related to concepts such as the optimisation of functions, flexibility, power relations, and involvement of stakeholders at a fundamental level
- typology as a basic concept of architecture, including 'morphology'.

Skills in:
- mapping an urban context focusing on functions and typologies at the fundamental level
- analysing and interpreting an urban context based on a fundamental understanding of urban typologies and periods of development.

Competencies in:
- applying the concepts of type, programme, function, and scale as part of an architectural analysis.

Assessment:
Assessment format: Oral presentation explained in more detail in the study plan
Weighting: 5 ECTS
Assessment: Internal assessment
Assessment system: The 7-point grading scale

3.3.6 Study Trip: Transformation, Cities, and Buildings (Course 2, Semester 3), 5 ECTS
Learning fields: *Architecture & Scale* and *Architecture & Practice*

Purpose:

In the Bachelor's Degree Programme, study trips are offered to students as electives. The study trips are semester-specific and inscribed in the semester theme.

The study trip is, as a rule, structured in three main phases: 1) preparing for the trip, 2) the trip, and 3) summing up and reflecting on the trip. The preparations include both a cross-disciplinary, fundamental introduction with a theoretical and historical starting point for all students on semester 3 and course-specific preparations aimed at the individual destinations.

The study trip itself is, as a general rule, scheduled in the middle week of the course block. To follow-up on the trip itself there will be a processing and reflection on the experiential learning students acquired when encountering the architecture at the destination.

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

The study trip is part of the course, and the participants are introduced to tools and methods at the sites they visit. Part of the trip focuses on studies of a specific case which the students analyse and process based on knowledge and recordings when they have returned.

Learning objectives:

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

Knowledge about:

- transformation as an architectural concept in relation to the city
- urban theory and history in relation to specific places and their architecture
- recording and mapping.

Skills in:

- applying one or more methods of recording and mapping, e.g., observational studies, analyses of urban life, surveying, interviews, photographic recording, etc.
- capturing impressions and collecting material about a city and its people, nature, and architecture.

Competencies in:

- choosing a relevant recording method and a specific academic approach for a specific location
- analysing architecture or a place based on own recordings.

Assessment:
Assessment format: Study activity
Based on the course's learning objectives, one or more assignments will be specified in the study plan as mandatory submissions to document study activity. The assignments will cover activities from all three weeks of the course.
Weighting: 5 ECTS
Assessment: Internal assessment
Assessment system: Approved/not approved

3.3.7 Design Studio: Transformation, City, and Building (Semester 3), 20 ECTS

Purpose:

The design studio builds on the tools, knowledge, and methods students have acquired during earlier courses. The intention of the design studio is to introduce students to the project-specific themes of the semester: "Transformation, City, and Building".

Learning objectives:

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

Knowledge about:

- recording, notation, and representation in relation to cities and buildings
- the city as context: the urban environment, density, resilience, biodiversity
- specific urban typologies
- relevant references to the history and theories of architecture
- transformation as a concept of the architectural profession.

Skills in:

- applying relevant sustainable strategies of transformation to an urban context
- carrying out data collection and analyses in relation to cities and buildings
- carrying out sketching processes
- project communication using the tools and terminology of the discipline
- architectural programming in relation to the use and functions of the city.

Competencies in:

- developing and communicating projects and processes based on studies of the city as context aimed at influencing the way cities are used in the future.

Assessment:
Assessment format: Project presentation 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

3.3.8 The History and Theory of Architecture: Homes (Course 1, Semester 4), 5 ECTS

Learning fields: *Artistic Formation, Insight into Nature,* and *Architecture & Technology*

Purpose:

Based on studies of the history and theories of domestic architecture, the module aims to develop artistic and scientific understanding of the processes and systems of architecture in the context of the materiality, spatial quality, and value of the home. The course combines artistic, nature-based, and technological perspectives on domestic architecture that relate to an understanding of architecture based on history and a Nordic context. The perspectives are primarily applied to the building scale but also relate to larger global and planetary systems and contexts.

Learning objectives:

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

Knowledge about:

- the history and theory of domestic architecture, including different culture-based understandings of natural processes and technologies in relation to the quality of domestic architecture
- the relationship between people's experience of architecture, including functionality, well-being, and health, in relation to building physical aspects: construction, indoor climate, daylight, and materiality
- interdisciplinary perspectives in relation to working with domestic architecture.

Skills in:

- identifying connections between natural processes, technologies, and quality in domestic architecture
- tectonic analysis of systems of architecture, including the constructions, materials, installations, components, and connections characteristic of the spaces surrounding us.

Competencies in:

- establishing principles of domestic architecture with the aim of designing artistically, based on knowledge of the natural processes and technologies of buildings.

Assessment:
Assessment format: Study activity
Based on the course's learning objectives, one or more assignments will be specified in the study plan as mandatory submissions to document study activity. The assignments will cover activities from all three weeks of the course.
Weighting: 5 ECTS
Assessment: Internal assessment
Assessment system: Approved/not approved

3.3.9 The Methodology and Practice of Architects (Course 2, Semester 4), 5 ECTS

Learning fields: *Architecture & Scale* and *Architecture & Practice*

Purpose:

The aim of the course is to teach students about the frameworks, processes, and forms of collaboration that define the professional practice of architecture. A further aim of the course is to give students tools for shaping their professional identities and profiles and reflect on their career plans.

Learning objectives:

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

Knowledge about:

- profession profiles in architecture
- different ways of understanding design processes
- the conditions of practicing and realising architecture.

Skills in:

- using the commonly used digital tools in relation to the practice of the discipline
- reflecting on and arguing for their approach to practice and that of others.

Competencies in:

- reflecting on their abilities and interests as architects, in order to develop a professional standpoint of their own
- engaging in dialogue about the role of the architect with actors from different types of practice
- collaborating on complex issues as part of an architectural process and synthesising and communicating the results.

Assessment:
Assessment format: Study activity
Based on the course's learning objectives, one or more assignments will be specified in the study plan as mandatory submissions to document study activity. The assignments will cover activities from all three weeks of the course.
Weighting: 5 ECTS
Assessment: Internal assessment
Assessment system: Approved/not approved

3.3.10 Design Studio: Home, Space, and Building (Semester 4), 20 ECTS

Purpose:

The design studio builds on the tools, knowledge, and methods students acquired during an earlier stage of the Bachelor's Degree Programme, but now with a thematic focus on housing, space, and buildings.

Learning objectives:

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

Knowledge about:

- recording, notation, and representation in relation to the notions of home and space
- construction, materials, and the associated building technologies, focusing on the sustainable development of housing construction
- building typologies
- relevant references to the history and theories of architecture
- daylight as a phenomenological aspect of architecture.

Skills in:

- applying relevant sustainable strategies to the development of housing construction
- developing architectural sketching processes, including data collection and analysis, that employ the tools and methods of the profession in relation to homes and space
- project communication using the tools and terminology of the profession
- using daylight as a resource for domestic architecture.

Competencies in:

- developing and communicating projects and processes focusing on sustainable housing types and on the housing construction of the future.

Assessment:

Assessment format: Project presentation 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. Solutions can, however, also be submitted in another relevant form.
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 discussion 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

3.3.11 The History and Theory of Architecture: Building Transformation (Course 1, Semester 5), 5 ECTS

Learning fields: *Insight into Nature* and *Cultural Understanding*

Purpose:

The purpose of the course is to introduce students to the concept of transformation at the building level with an emphasis on the Danish context. In terms of content, the course spans from gentle restoration of architectural heritage to sustainable transformation based on adaptive pragmatic reuse, reprogramming, and the transformation of the main structures and fittings of buildings.

The course is theory-based and involves lectures and reading, supported by discussions in small study groups. Furthermore, case studies of realised historical as well as contemporary restoration and transformation projects are part of the course. The case studies create a link between the theories and practice of the subject area.

Learning objectives:

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

Knowledge about:

- the concept of transformation at the building level and its approaches, focusing on the span between restoration and transformation (adaptive reuse)
- historical and contemporary exemplary restoration and transformation projects.

Skills in:

- independently and critically obtaining and applying knowledge about restoration and transformation at the building level. This includes the acquisition of selected methods of the area and analyses of relevant case studies.

Competencies in:

- applying the specific terminologies of the disciplinary focus reflectively in group discussions and oral group presentations.

Assessment:
Assessment format: Oral presentation explained in more detail in the study plan
Weighting: 5 ECTS
Assessment: Internal assessment
Assessment system: The 7-point grading scale

3.3.12 Study Trip: Transformation, Building, and Detail (Course 2, Semester 5), 5 ECTS

Learning fields: *Architecture & Scale* and *Architecture & Practice*

Purpose:

In the Bachelor's Degree Programme, study trips are offered to students as electives. The study trips are semester-specific and inscribe themselves in the specified semester theme.

Study trips are, as a rule, structured in three main phases: 1) preparing for the trip, 2) the trip itself, and 3) summing up and reflecting on the trip. Preparations include both a cross-disciplinary, fundamental introduction with a theoretical and historical starting point for all students on semester 5 and course-specific preparations aimed at the individual destinations.

The study trip itself is, as a general rule, scheduled in the middle week of the course block. To follow-up on the trip there will be a processing and reflections on the experiential learning students acquired as they encountered 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 in interaction with architecture. Students acquire theoretical knowledge and analytical skills relating to architecture in a geographical, cultural, and historical context.

The study trip is part of the course, and the participants use tools of recording at the sites they visit. Part of the journey focuses on studies of a specific case that students analyse and process based on knowledge and recordings when they have returned.

Learning objectives:

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

Knowledge about:

- one or more selected works of architecture and the historical and theoretical context in which they were created
- how understandings of nature, culture, art, technology, scale, and practice are manifested in built architecture
- the cultural and historical use and characteristics of building materials.

Skills in:

- collecting and using different types of sources (drawings, written sources, etc.) for analytical purposes
- developing analytical drawings and models.

Competencies in:

- analysing built architecture based on observations and recordings of a specific building project
- selecting relevant forms of representation that support the theme of an analysis.

Assessment:
Assessment format: Study activity
Based on the course's learning objectives, one or more assignments will be specified in the study plan as mandatory submissions to document study activity. The assignments will cover activities from all three weeks of the course.
Weighting: 5 ECTS
Assessment: Internal assessment
Assessment system: Approved/not approved

3.3.13 Design Studio: Transformation, Building, and Detail, Bachelor Project (Semester 5), 20 ECTS

Purpose:

Work in the design studio builds on the tools, knowledge, and methods students have acquired during an earlier stage of the Bachelor's Degree Programme, but now with a specific thematic focus. The aim of the design studio is to introduce the specific theme of the semester: "Transformation, Building, and Detail".

Learning objectives:

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

Knowledge about:

- recording, notation, and representation in relation to buildings and materials
- building as context: architectural qualities, resources, culture, and history
- relevant references to the history and theories of architecture.

Skills in:

- applying relevant sustainable strategies of transformation to a context related to buildings
- developing architectural sketching processes, including data collection and analysis, that employ the tools and methods of the profession relating to buildings and materials
- selecting and justifying relevant means of communication using the tools and terminology of the profession
- architectural programming of a building in relation to the needs of the users, its use, and functions
- working with detailing as a constructional and aesthetic architectural discipline.

Competencies in:

- developing and disseminating projects and processes based on the reuse of existing buildings, their structures, and materials.

Assessment:

Assessment format: Project presentation 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 discussions on which individual assessments can be based.

Furthermore, students must submit documentation of the work with the project that supplements the project material. The documentation gives students the opportunity of presenting their projects in a more adequate way and therefore offers the examiner/external examiner a key to reading the project. The documentation is an individual, written reflective and illustrated account of the programmatic foundation of the semester project. The documentation is submitted in PDF format and may not comprise more than four pages (A4), including illustrations. The programme sheet is submitted as a separate PDF file. If the project is prepared by a group of students, it is a requirement that it is possible to identify independent contributions to the project and subsequent discussions 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

3.3.14 Internship, 30 ECTS

(Internships may be substituted with a period of studies abroad, see section 4.6.)

Purpose:
The purpose of the internship of Aarhus School of Architecture is to give students of architecture an opportunity to work in the practical field for a longer period of time in a professionally and academically relevant firm, to test and clarify their competencies, and to establish a professional network even before completing the educational programme. The aim is for students to acquire knowledge, experience, and competencies best learned in a professional context.

To ensure that the intern gets the most out of the internship, a midway meeting is agreed in the internship contract. The meeting is attended by the supervisor, the trainee and the internship supervisor.

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

Knowledge about:

- the current conditions for practicing in the field of architecture
- how sustainability is integrated into architectural practice.

Skills in:

- understanding and reflecting on the current conditions for practicing the architectural profession
- using scientific and/or artistic methods, modes of communication, and tools
- working with investigative, complex, and cross-disciplinary work processes related to practice.

Competencies in:

- translating their skills into scientific and/or artistic methods, modes of communication, and tools
- discussing and presenting issues and assignment solutions to peers and non-specialists, including clients, citizens, and users
- cooperating independently, both within the discipline and across disciplines, and being able to independently assume responsibility for their learning and specialisation.

Assessment:

Assessment format: Oral presentation of a log book prepared during the internship and a summary presentation and reflection. The duration of the assessment is 30 minutes.
Weighting: 30 ECTS
Assessment: Internal assessment
Assessment system: Approved/not approved

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 is 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 autumn and spring semesters are held in August.

Re-examination for An Introduction to Architecture as a Discipline and Practice:
The examination consists of two parts. The first part is a review of a summarised portfolio (as described under the ordinary assessment form). The second part is a written reflection on how the semester's courses have influenced the portfolio and learning in semester 1 of at least two standard pages and no more than three standard pages.

Re-examination, 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-examination, 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.

4.3 RE-EXAMINATION 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 RULES REGARDING THE FIRST-YEAR EXAMINATION

The first-year exam comprises all assessments during semesters 1 and 2 (60 ECTS). Students have to pass the first-year examination before the end of the first academic year in order to continue studying on the programme. This means up to two exam attempts are connected with the individual assessments during the first year of the programme.

4.5 RULES FOR INTERNSHIPS

The framework for internships during the sixth semester of the programme is described in further detail on Intra. Students are automatically registered for the internship semester when they reach semester 6, unless the student in question has registered for a period of pre-approved studies abroad. A signed internship contract is a condition for the approval of a stay. If students do not pass their internship period, they are required to complete a new internship period.

4.6 STUDIES ABROAD

Semester 6 of the BA programme (30 ECTS) may be replaced by a pre-approved study period at an educational institution abroad. It is a requirement for the stay that the student completes educational activities in the field of architecture. 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".

4.7 FORMAL REQUIREMENTS

For assessments where the extent is specified in standard pages, a standard page equals 2400 characters, including spaces. Illustrations, figures, the table of contents, 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.

4.8 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*.

4.9 CREDIT TRANSFER

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

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

4.10 LANGUAGE OF THE EDUCATION

As a rule, the Bachelor's degree programme in Architecture is 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.

The language used at assessments is, as a rule, the same as the language of instruction.

4.11 TRANSITIONAL PROVISIONS

All students except students who start on semester 6 in the autumn of 2024 are transferred to the new academic regulations.

However, the following transitional scheme applies to students who start studying on semester 4 in the spring semester of 2024:

Semester 4, autumn 2024:
The History, Theories, and Methods of Architecture: Building transformation (5 ECTS)
Study trip: Transformation, Buildings, and Details (5 ECTS)

Design studio: Transformation, Buildings, and Details (20 ECTS)

Semester 5, spring 2025:
The History, Theories, and Methods of Architecture: Buildings and Homes (5 ECTS)
The Practice of Architecture (5 ECTS)
Design studio: Home, Space, and Building (20 ECTS)

Semester 6, autumn 2025:
Internship (or study periods abroad) 30 ECTS

The content and descriptions of examinations follow those described in chapter 3. However, external assessments will take place in connection with the design studio: Home, Space and Buildings (20 ECTS)

The learning objectives for progression are reversed for the project course, i.e., there is increased progression from semester 4 to 5.

The 2019 academic regulations for the bachelor's degree programme still apply to students who start studying on semester 6 in the autumn semester of 2024.

REVISION SUMMERY

Revision November 2024:

- Section 3.2 on the programme's teaching formats has been revised to more clearly specify how the learning field *Architecture & Technology* is addressed in the programme.

Revision March 2025:

- Section 3.3.7 Design Studio: Transformation, City, and Building. Assessment form has been changed from internal to external to meet the requirement in Ministerial Order on Examinations and Grading on the Fine Arts Programmes under the Ministry of Higher Education and Science (BEK nr. 29 of 13/01/2020), §35, stk. 4

Revision May 2025:

- Assessment format in “An Introduction to Architecture as a Discipline and Practice” has been changed from “Portfolio and oral presentation” to “Portfolio assessment”.
- All courses, that have had “Attendance” as assessment format have been changed to Study Activity.