



Curriculum for the Bachelor Programme at the Royal Danish Academy of Fine Art, School of Architecture

Pursuant to directive no. 531 of 27 June 2002 on the architecture programme, directive no. 159 of 21 February 2007 on admission to the School of Architecture and directive no. 818 of 1 July 2007 on grading scales and other means of assessment at specific educational institutions under the Danish Ministry of Culture, the School Council at the Royal Danish Academy of Fine Art, School of Architecture, has approved the following curriculum for the Bachelor Programme.

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1. Programme Objective

1.1 Programme Objective

The Bachelor programme in Architecture is a research-based degree in the practice and theory of the profession of architecture, which qualifies the Bachelor graduate to apply to the School of Architecture's Master's programme in Architecture, or to apply to other Master's programmes, or to seek professional employment in the field of architecture.

1.2 Programme Profile

The programme is based on the artistic and scientific foundation of architecture. Architecture constitutes an artistic statement, a body of work and a utilitarian objective, a plan, a building or an object. Executing the profession of architecture requires the ability to master the artistic expression's material, space, form, composition, scale. One must also have acquired insight into the utilitarian objective, function, construction, material and conditions of the field.

The programme's main areas of focus are Urban Planning, Architecture and Design, comprising the following areas of specialisation: urban planning and landscape, building culture and restoration, as well as furniture-, graphic- and industrial design.

1.3 The Educational Objectives of the Programme

The educational objectives of the programme are for the students to:

- acquire knowledge of the artistic and scientific theories, methods and practice forms of architecture,
- gain an understanding of and ability to reflect on theories, methods and practice forms,
- have the skill-set required to apply architectural methods, tools and representation forms, including mastering general architectural skills,
- be able to assess practical and theoretical issues related to the field of architecture, including the ability to apply relevant analytical and solution models,
- be able to linguistically and visually present architectural issues and solutions to both industry peers and non-specialists,
- be able to handle and develop proposals for design and spatial organisation of complex, architectonic programmes,
- be able to independently engage in professional, cross-disciplinary collaboration,
- be able to identify one's own learning needs and to structure one's own learning within the framework of different learning environments.

To obtain a comprehensive description of the programme in architecture's learning objectives, please see the complete qualifications framework dated 12 June 2007 (appendix 1).

2. Admission Requirements

Admission to the Bachelor programme is carried out through "Den Koördinerede Tilmelding" (KOT) (English: "Coordinated Enrollment"). Each year, a further detailed description of admission requirements and the enrollment procedure is published on the School of Architecture's website.

3. Programme Structure and Content

3.1 Structure

3.1.1 The Bachelor programme constitutes a complete educational course, structured around the artistic and scientific theories, methods and practice forms of the field of architecture. The programme is laid out so that it alternates between project work and base disciplines.

The Bachelor programme is a 3-year, full-time study programme. The student's work effort is measured in ECTS (European Credit Transfer System) in which three study years correspond to a total of 180 ECTS. The study programme encompasses the following study elements:

- Project work (90 ECTS)
- Joint base disciplines (45 ECTS)
- Project related base disciplines (35 ECTS)
- Special base disciplines (10 ECTS)

3.2 Programme Content

3.2.1 Each year, the Royal Danish Academy of Fine Art, School of Architecture draws up a syllabus in which educational activities are depicted. Within the framework of the curriculum, the syllabus describes project work and base disciplines for the programme's three main areas of focus: Planning, Architecture and Design, including the following specialties: Urban Planning and Landscape, Building Culture and Restoration, as well as Furniture-, Graphic- and Industrial Design.

3.2.2 Together, the project work and the joint base disciplines constitute a didactic whole. As the starting point, the architectonic object is used based on the following three themes: space, form and scale. The conclusive phase lies within the main areas of focus' and specialties' complex understanding of the architectonic practice based on the following three themes: concept, programme and project.

This whole is based on the school's qualifications framework levels for learning outcome, spanning from the first year of the Bachelor programme to the Master's programme.

3.2.3 Base disciplines are divided into joint, project related and specialty oriented, educational activities. The joint base disciplines are linked to the programme as a whole. The project related base disciplines are integrated into each project assignment. The specialty oriented base disciplines relate to the programme's main areas of focus and specialties.

BACHELOR'S PROGRAMME

First Year			
Project Work	ECTS	Base Disciplines (BD)	ECTS
<i>Theme</i> Space, form and scale	15	<i>Joint BD</i> Introduction 1	1
		Theory and history 1: Modernity, art and architecture	2
		Representation forms 1: Analogue and digital reproduction	5
<i>Theme</i> Building, city and landscape	15	<i>Joint BD</i> Theory and history 2: Urbanity, city and landscape	2
		Representation forms 2: Analogue and digital sketching	5
		Technology 1: Tectonic building analysis	5
		<i>Project related BD</i>	10

Second Year			
Project Work	ECTS	Base Disciplines (BD)	ECTS
<i>Theme</i> Building, construction and material	15	<i>Joint BD</i> Introduction 2: Study methodology Theory and history 3: The classical epoch of architecture Technology 2: Structure, part and element Culture and communication 1: De- sign	1 3 3 2
<i>Theme</i> Building, function and context	15	<i>Joint BD</i> Theory and method 1: Architecto- nic work analysis Technology 3: Building physics, climate, light and sound Culture and communication 2: Ur- banity <i>Project related BD</i>	6 3 2 10
Third Year			
Project Work	ECTS	Base Disciplines (BD)	ECTS
<i>Theme</i> Plan, building and design	20	<i>Joint BD</i> Introduction 3: Main areas of focus and specialties Theory and history 4: The modern epoch of architecture Technology 4: Material, process and product Representation forms 3: Analogue and digital projection <i>Special and project related BD</i> Departments' specialties and profi- les	2 3 3 3 9
Bachelor's thesis: Assigned programme	20		

3.3 Instruction and Study Forms

3.3.1 The architecture programme is distinctly characterised by project work concentrated around the student's work space at the drawing table or in the model workshop. Preparation of proposals for architectural projects under professor supervision constitutes the central, competency-developing study form.

Base disciplines form a wide range of other instruction forms: skill-honing exercises, study groups, seminars, courses and lectures grouped around project work or individual educational activities, all of which develop the student's architectural skill set and comprehension.

Instruction and study forms are executed depending on the each educational activity by means group work and self-study.

3.3.2. At the end of each semester, an assessment of each student's academic effort, development and level, including a set of pedagogic guidelines for the coming study period, shall be outlined.

4. Assessment

4.1 Assessment of Educational Activities

Each completed educational activity – project work or base discipline – is concluded by grading (passed/not passed or a grade in accordance with the 7-step scale).

Assessment forms and assessment criteria are described in the syllabus for each educational activity.

4.2 Semester Reviews

4.2.1 Each semester is reviewed, provided that the average grade for project work carried during the semester in question is minimum 2.0 without rounding.

4.2.2 The review of the fifth semester requires that all joint base disciplines during the first five semesters are passed.

4.2.3 Students who have not had two successive semesters or a total of three semester of the 5-year programme in architecture approved may not continue their studies.

4.3 Assessment of First Year Studies

4.3.1 During the first and second semesters, each student's project work and joint base disciplines will be assessed by two professors appointed by the school of architecture.

4.3.2 The review of first year studies requires that both first year semesters are passed.

4.3.3 Students may redo the first year of studies once.

4.4 Bachelor Review

4.4.1 Upon five approved semesters, students will be eligible to enroll in the Bachelor degree review, which takes place once a year (May/June).

The Bachelor thesis is assigned by the School of Architecture, and will be prepared during the sixth semester.

4.4.2 The thesis must document each student's ability to develop proposals for design and spatial organisation in accordance with the assignment programme,

to assess issues related to the field of architecture, as well as the ability to apply relevant analytical and solution-based models,

to apply architectural methods, tools and representation forms,

to visually and linguistically present issues and solutions related to the field of architecture.

These four requirements constitute the overall assessment criteria for the Bachelor thesis. In addition, they are supplemented by the assessment criteria in the thesis text.

4.4.3 The course of review consists of a brief oral presentation of the assessment material rendered by the student. Grading is carried out in accordance with the 7-step scale.

4.4.4 The review is carried out by a professor appointed by the School of Architecture (examiner) and another examiner assigned by the Ministry of Culture (external examiner). Assessment and discussion are closed.

Further regulations pertaining to the Bachelor review are available on KA-net.

4.5 Bachelor's Diploma

The School of Architecture issues a Bachelor's diploma to certify a completed course of study in accordance with the requirements in the above mentioned directives.

Students who have passed the Bachelor programme in architecture may use the designation BA, Bachelor of Arts in Architecture.

4.6 Excused Absence Reviews and Extraordinary Bachelor Reviews

4.6.1 Students, who prior to the commencement of the Bachelor review, present an original copy of a doctor's note documenting that they are unable to complete the review due to illness lasting a minimum of 14 days, may request an excused absence review. The right to an excused absence review shall only apply for students who have enrolled for an ordinary review.

Excused absence reviews are normally carried out prior to the commencement of the following semester.

4.6.2 Students who have participated in the ordinary Bachelor review, and who have obtained the grade 00 or -3, may participate in an extraordinary Bachelor review by submitting a new thesis (however, cf. the regulations on number of attempts for the same review in the above mentioned directive on the architecture programme). The same rules apply to the extraordinary Bachelor's review as with re-examination due to illness (cf. subsections 1 and 2).

5. General regulations

5.1 Credit for previously completed studies

Prior to the commencement of a new academic year in September, newly-admitted students may apply for credit if they have completed previous studies at a state-recognised school of architecture.

The application for credit must be submitted in writing and supported by supplementary documentation. Further regulations for credit reviews are available on the Royal Danish Academy of Fine Art, School of Architecture's website. The application must be submitted to the Study Administration at the Royal Danish Academy of Fine Art, School of Architecture.

5.2 Leave of absence

5.2.1 Students may submit a request for leave of absence from the programme due to personal circumstances (cf. directive no. 159 dated 21 February 2007 about admission to the school of architecture, chapter 5).

Leave of absence is only granted in full semesters and not retroactively. Students may only request leave of absence for one or, at the most, two semesters, however, not before the student's first year-studies have been approved (cf. the above mentioned directive on admission).

The application must be submitted in writing to the Study Administration at the Royal Danish Academy of Fine Art, School of Architecture.

5.2.2 A student who return to the programme after a completed leave of absence, are not entitled to complete the programme as per the curriculum under which the student studied prior to the commencement of his or her leave of absence.

5.3 Expulsion

5.3.1 Students who inflict damage to the school's facilities, such as workshops, auditoriums, class rooms and cafeteria, including the school's materials, shall be liable for damages, and may, in particularly gross cases, be subject to expulsion from the school (cf. the School of Architecture's regulations).

5.3.2 Students who grossly fail to comply with the school's regulations, shall be expelled from the school with immediate effect.

5.4 Exemption

The School of Architecture may, if unusual circumstances permit, grant an exemption to the regulations of the curriculum that are not tied to directive, but shall be determined at the sole discretion of the School of Architecture.

The request for exemption must be submitted in writing and supported by supplementary documentation stating the reasons hereof to the Study Administration at the Royal Danish Academy of Fine Art, School of Architecture

5.5 Complaints

Guidelines pertaining to filing of complaints are stipulated in the applicable directives for the programme.

6. Commencement and Transfer Regulations

6.1 Commencement

The current curriculum applies to students commencing the programme on or after 1 September 2008.

6.2 Transfer Regulations

Students who have commenced the programme in accordance with the previous curriculum from 2002 shall be transferred to the current curriculum, which shall be in effect for the remainder of the programme. However, an exemption may be granted to the curriculum rule pertaining to the number of leave semesters.



Appendix 1 QUALIFICATIONS FRAMEWORK

	First Year	BA	Master Level
Knowledge			
Field of Knowledge	Should be aware of theories, methods and practice forms within the field of architecture.	Should possess knowledge of theories, methods and practice forms within the field of architecture.	Should possess knowledge of and demonstrate insight into theories, methods and practice forms within the field of architecture, based on cutting-edge research and development.
Level of Comprehension and Reflection	Should be able to understand theories, methods and practice forms within the field of architecture.	Should be able to understand and reflect on theories, methods and practice forms within the field of architecture	Should be able to understand and relate critically and reflectively to knowledge pertaining to the field of architecture, as well as identify artistic and scientific issues and challenges.
Skills			
Type of Skills	Should be able to incorporate architectural methods, tools and representation forms	Should be able to apply architectural methods, tools and representation forms, as well as general skills associated with employment within fields of architecture	Should be able to apply artistic and scientific methods, tools and representations forms used within the field of architecture, as well as master general skills associated with employment within fields of architecture.
Assessment and Decision	Should be able to incorporate analytical and solution-based models specific to the field of architecture	Should be able to assess practical and theoretical issues and challenges associated with the field of architecture, as well as apply relevant analytical and solution-based models.	Should be able to assess and select artistic and scientific methods and tools, as well as develop analytical and solution-based models.
Presentation	Should be able to visually and linguistically present concrete solution models.	Should be able to visually and linguistically present issues and solution models pertaining to the field of architecture to an audience of both peers and non-specialists.	Should be able to visually and linguistically present and debate artistic and scientific issues and solution models pertaining to the field of architecture to an audience of both peers and non-specialists.
Competences			
Range of Action	Should be able to handle and develop elementary proposals for design and spatial organisation within the confines of a limited	Should be able to handle and develop proposals for design and spatial organisation within the framework of a	Should be able to draw up a programme, and, interchangingly, organise and develop proposals for design and spatial organisation

<p>Cooperation and responsibility</p>	<p>programme</p> <p>Should be able to independently engage in architectural cooperation within a programme-related context</p>	<p>complex programme</p> <p>Should be able to independently engage in architectural and cross-disciplinary cooperation, employing a professional approach</p>	<p>Should be able to independently initiate and execute architectural and cross-disciplinary cooperation, and take on professional responsibility</p>
<p>Learning</p>	<p>Should be aware of one's own learning needs, and be able to organise a structure of self-study within the framework of a structured learning environment</p>	<p>Should be able to identify one's own learning needs, and organise a structure of self-study within the framework of various learning environments</p>	<p>Should be able to independently take on responsibility for one's own professional progress and specialisation</p>