



Curriculum for the Master's 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 Master's Programme.

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1. Programme Objective
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1. Programme Objective

1.1 Programme Objective

The Master's programme in Architecture is a research-based degree programme that serves to educate university graduates who in their capacity as architects master scientific analysis as well as artistic experimentation, and who are capable of translating the complex, programmatic requirements of architectonic assignments into architectonic statements relating to past and contemporary conditions in a meaningful fashion. The programme aims to train graduates who:

- possess the knowledge, skills and competence that qualify them to independently and professionally engage in the practice of architecture.
- fulfill the profession's need for graduates specialised in the main fields of architecture and related areas of specialty,
- are qualified to proceed towards PhD studies in architecture,

- meet the European Union's standard for architectural qualifications (appendix 1) and who are able to work internationally.

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 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 students to:

- acquire knowledge of and insight into the theories, methods and practice forms of architecture based on leading research and development,
- gain an understanding of and the ability to critically reflect on architectural knowledge and identify artistic and scientific issues and challenges,
- have the skill-set required to apply architectural methods, tools and representation forms, including mastering general architectural skills,
- be able to assess and select artistic and scientific methods and tools, and develop 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 independently formulated architectonic programmes,
- be able to initiate and engage in professional, cross-disciplinary collaboration, and take on professional responsibility,
- be able to independently take on responsibility for their own academic development and specialisation.

To obtain a comprehensive description of the programme in architecture's learning objectives, please see the School's qualifications framework dated 12 June 2007 (appendix 2).

2. Admission Requirements

Admission to the Master's programme is pursuant to directive no. 159 of 21 February 2007.

Bachelor graduates from the Royal Danish Academy of Fine Art, School of Architecture who graduated no more than two years prior to the time of application are considered internal applicants and are granted direct admission to the Master's programme.

In addition, the following applicants may apply for admission to the Master's programme:

- Bachelor graduates from the Royal Danish Academy of Fine Art, School of Architecture, whose diplomas were issued more than two years ago, are entitled to apply for admission.

- Students from the Royal Danish Academy of Fine Art, School of Architecture who have completed at least three years of approved studies pursuant to directive no. 539 of 11 June 1991 are entitled to apply for admission.
- Bachelor graduates from other state-accredited schools of architecture are entitled to apply for admission.

A more 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 Master's 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 Master's programme is a 2-year, full-time study programme. The student's work effort is measured in ECTS (European Credit Transfer System) in which two years of study correspond to a total of 120 ECTS. The study programme encompasses the following study elements:

Project work - 45 ECTS

Concept, programme and project (30 ECTS)

Main field and specialty (15 ECTS)

Joint base disciplines - 17 ECTS

Theory and history 5: Philosophy, theory of science and epistemology (5 ECTS)

Technology 5: Building, production and logistics (5 ECTS)

Introduction 4: Profession and society (2 ECTS)

Theory and method 2: Art- and architectural science (5 ECTS)

Special and project related base disciplines - 28 ECTS

Department specialties and profiles (28 ECTS)

Final project - 30 ECTS

Self-selected or assigned project in accordance with the applicable programme (30 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 described. 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, 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 entirety is based on the school's qualifications framework levels for learning objectives and learning outcomes, 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.

THE MASTER'S PROGRAMME

First Year			
Project Work	ECTS	Base Disciplines (BD)	ECTS
<i>Theme</i> Concept, programme and project	30	<i>Joint BD</i> Theory and history 1: Philosophy, theory of science and knowledge Technology 5: Construction, production and logistics	5 5
		<i>Special and project related BD</i> Departments' areas of specialty and profiles	20
Second Year			
Project Work	ECTS	Base Disciplines (BD)	ECTS
<i>Theme</i> Main area and thesis	15	<i>Joint BD</i> Introduction 4: Profession and society Theory and method 2: Science of art and architecture	2 5
<i>Final project</i> By choice or assigned	30	<i>Special and project related BD</i> Departments' areas of specialty and profiles	8

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 throughout the programme.

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 of architecture.

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

3.3.2. At the end of each semester, an assessment of each student's academic performance, 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 an assessment (passed/not passed or a grade in accordance with the 7-point grading scale).

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

4.2 Semester approval

4.2.1 The semester is approved provided that the average grade awarded for the semester's project work is at least 2.0 without rounding up or provided that the student has received approval for credit-awarding studies outside of KA.

4.2.2 Students who have not received approval for two consecutive semesters or a total of three semesters during the entire 5-year architecture programme, may not continue his/her studies.

4.3 Graduation

4.3.1

To sign up for the final assessment, the student must have completed three consecutive approved semesters and must have passed all joint base disciplines as well as specifically relevant base disciplines. From the syllabus, it appears which specific base disciplines are relevant for each student. Further detailed graduation rules will be published on KANet.

4.3.2 Students may choose to complete a self-selected or an assigned project. In the event of self-selected assignments, students are required to submit a programme for the final project. The final programme must be approved by the school in writing as a prerequisite for students proceeding towards graduation.

4.3.3 The content of the final project shall serve to document the individual student's ability to:
programme, plan for and develop proposals for design and spatial organisation based on an independently interpreted programme
assess, select and apply architectural methods, tools and representation forms
develop analysis- and solution models, as well as masters skills associated with the profession of architecture and related areas of specialty.

Thus, the above three items constitute the final project's general assessment criteria, which are complemented by the assessment criteria contained in specific requirements pertaining to specialisation and requirement outlined in the programme for the final project.

4.3.4. The assessment process consists of an individual student presentation of the final project, questions for the students from the assessment committee, including comments from the assessment committee and voting. Grading is carried out in accordance with the 7-point grading scale.

4.3.5 The assessment is carried out by two teachers (examiners) and two external examiners appointed by the Ministry of Culture (external examiners). The presentation and subsequent debate are open to the public whereas the voting session is closed.

The final project is carried out and assessed in accordance with specific graduation rules, which are available on KA-net.

4.4 Diploma

The School of Architecture issues a diploma to certify a completed course of study in accordance with the requirements in the above mentioned ministerial orders.

Students who have passed the Master's degree programme in architecture may use the title cand.arch., candidatus / candidate architecturae (Master of Arts in Architecture, MA).

4.5 Excused Absence Assessments

4.5.1 Students, who prior to the commencement of the final assessment, present an original copy of a doctor's note documenting that they are unable to complete the assessment due to sickness lasting a minimum of 14 days during the first two months of the graduation phase, or illness lasting a minimum of 7 days within the last four weeks, or unable to deliver the final project on the scheduled deadline, may request an excused absence assessment.

The right to an excused absence assessment shall only apply for students who have enrolled for an ordinary assessment.

4.5.2 The assessment of the final project, which is delivered at a later date, as per agreement, will be carried out in accordance with the same assessment rules, which apply to the ordinary assessment, but will take place during a predetermined re-examination period.

5. General regulations

5.1 Credit for previously completed studies

Newly accepted students may apply for credit if they have completed previous studies at a state-accredited 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 Action plan

Students may prepare a personal action plan for the Master's programme. This action plan serves to describe the scope of the student's participation in educational activities, project work and base disciplines, corresponding to 120 ECTS, including internships / study programmes at other schools of architecture.

5.3 Internships and study programmes

5.3.1 Students can receive up to 30 ECTS for an approved internship in the field of architecture and study visits at another institution of higher education in Denmark or abroad may qualify to up to 60 ECTS within the first through third semesters, however, jointly, an internship and study programme may not exceed 60 ECTS.

Student internships are subject to approval by the department. An internship is credited up to 30 ECTS during the 2-year Master's degree programme subject to the department's prior approval. Deadlines for application and specific rules for internships are published on KA-net.

5.3.2 Student participation in an exchange programme at a school of architecture abroad is subject to prior approval by the department. The exchange programme is credited up to 60 ECTS during the 2-year Master's degree programme in accordance with the cooperation agreement between the school of architecture in question and the Royal Danish Academy of Fine Art, School of Architecture.

5.3.3 Student participation in study programmes at other schools of architecture without an exchange agreement with the Royal Danish Academy of Fine Art, School of Architecture, is subject to prior approval by the department. The study programme is credited up to 60 ECTS during the 2-year Master's degree programme subject to the department's prior approval.

Deadlines for application and specific rules for internships are published on KA-net.

5.4 Leave of absence

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

Leave of absence is only granted in increments of full semesters (1 August – 31 January and 1 February – 31 July) and not retroactively. Students may only request leave of absence for one or, at the most, two semesters.

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

5.4.2 Students 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.

5.5 Expulsion

5.5.1 Students who inflict damage to the school's facilities, such as workshops, auditoriums, class rooms and cafeteria, including the school's equipment, such as IT-equipment, 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).

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

5.6 Exemption

The School of Architecture may, if unusual circumstances permit, grant an exemption from the regulations of the curriculum that are not tied to directives, 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

5.7 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 2009.

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 I

EU Directive 85/384 – an excerpt

CHAPTER II – Article 3

Appendix I: The Council's directive 85/384/EØF of 10 June 1985 on mutual recognition of diplomas, certificates and other proofs of qualification in the field of architecture, including measures taken to facilitate the actual exercise of the right to formation and a free exchange of service.

Education leading to the acquisition of diplomas, certificates and other proofs of qualification as stated in article 2, must be provided in the form of education on a university level, which mainly pertains to architecture. The education shall take into account, in equal measures, the theoretical and practical aspects of the architecture programme and ensure the students' acquisition of:

1. the ability to prepare architectonic projects taking both esthetic and technical requirements into consideration,
2. an appropriate level of knowledge of the history and theory of architecture and related art forms and liberal arts,
3. knowledge of the creating art forms and their impact on the quality of architectonic design,
4. an appropriate level of knowledge of urban planning, planning and the technique applied in the planning process,
5. an understanding of the relationship between humans and buildings, between buildings and their surroundings and of the need to adjust buildings and areas to one another in accordance with human needs and relationships,
6. an understanding of the profession of architecture and of the role, which the architect plays in society, especially in connection with the preparation of projects that take into consideration specific social conditions,
7. an understanding of the analytical process and the planning of construction projects when working on a project design assignment.
8. an understanding of structural, construction related and engineering specific issues in connection with construction,
9. an appropriate level of knowledge of physical issues and technology, as well as the function of buildings with a view to create comfortable indoor conditions and provide protection against climatic conditions,
10. the technical skills required to design buildings that fulfill user requirements while at the same time respecting necessary budget limitations or building law regulations,
11. an appropriate level of knowledge of the industries, organisations, regulations and methods associated with the realisation of buildings and the adaptation of plans during the planning phase.

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 programme	Should be able to handle and develop proposals for design and spatial organisation within the framework of a complex programme	Should be able to draw up a programme, and, interchangingly, organise and develop proposals for design and spatial organisation
Cooperation and responsibility	Should be able to independently engage in architectural cooperation within a programme-related context	Should be able to independently engage in architectural and cross-disciplinary cooperation, employing a professional approach	Should be able to independently initiate and execute architectural and cross-disciplinary cooperation, and take on professional responsibility
Learning	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	Should be able to identify one's own learning needs, and organise a structure of self-study within the framework of various learning environments	Should be able to independently take on responsibility for one's own professional progress and specialisation

