



The Royal Danish Academy of Fine Arts
Schools of Architecture, Design and Conservation

Study regulations for the master's degree programme in architecture at the Royal Danish Academy.

Entry into force on 1 September 2014. Revised in 2015, 2016 and 2017.

[In the event of conflicting meanings between language versions, the Danish version applies.]

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INTRODUCTION

The Master's degree programme in architecture is organised pursuant to Ministerial Order no. 1410 on Higher Fine Arts Educations under the Ministry of Higher Education and Science of 12 December 2014, Ministerial Order no. 1526 on Examinations and Grading on the Fine Arts Programmes under the Ministry of Higher Education and Science of 16 December 2013, Ministerial Order no. 106 on Admission to Higher Fine Arts Programmes of 27 January 2017, and Ministerial Order no. 114 of 3 February 2015 on the Grading Scale and other Forms of Assessment of Study Programmes Offered under the Ministry of Higher Education and Science.

The Master's degree programme in architecture falls under the study board for the architecture programme at the Royal Danish Academy.

CHAPTER 1

ADMISSION REQUIREMENTS AND ENROLMENT CONDITIONS

Section 1. Admission to the Master's degree programme in architecture requires that the applicant, by the start of studies, holds a bachelor's degree in architecture.

(2) Students who have completed the bachelor's degree programme in architecture at the Royal Danish Academy have the right to a study place in the master degree programme until two years after they have completed the bachelor education. However, the master education must be started in an autumn semester.

(3) The Royal Danish Academy sets and publishes further criteria for the selection of applicants with a bachelor's degree in architecture from other educational institutions in separate admission rules, cf. Appendix 2.

CHAPTER 2

DEGREE TITLE

Section 2. The degree title in Danish is cand.arch. (candidatus/candidata architecturae). The English title is Master of Arts (MA) in Architecture.

CHAPTER 3

OBJECTIVES AND PROFILE

Section 3. Objectives and profile of the master's degree programme

The Master's degree programme in architecture is based on scientific research, artistic research and experience from practice. Its objective is to educate graduates who can undertake architectural practice, scientific research and artistic research in a professional manner and who are able to convert architectural assignments' complex programmatic requirements into architectural statements. These statements must relate meaningfully to historical prerequisites as well as contemporary conditions. An architectural statement can include both concrete project proposals and theoretical, written works.

In connection with a prior bachelor's degree in architecture, the master's degree programme complies with the joint European architectural qualification requirements in Directive 2005/36/EC, article 46.



(2) The degree programme qualifies graduates for further post-graduate and PhD programmes in architecture, for architectural employment nationally and internationally and for independent architectural practice.

(3) The programme is based on the artistic and scientific foundation of architecture. Architecture is at one and the same time an artistic expression, a work and a practical purpose, a plan, a building or an object linked to the built environment. Practising as an architect requires the artistic mastery of phenomena such as materials, space, form, composition and scale as well as insight into its practical usage, function, structure, materials and relevant architectural contexts.

Section 4. Qualification requirements of the degree programme

A Master of Arts in Architecture has the following competences, cf. the Danish Qualification Framework for Higher Education Programmes (Appendix 3):

- Knowledge of, insight into and understanding of architectural theory, methods and practice forms, based on leading research: ability to relate critically-reflectively to architectural knowledge and identify artistic and scientific issues and challenges.
- Skills in the use of architecture's artistic and scientific methods, tools and representation forms, mastery of general architectural skills: ability to assess and choose artistic and scientific methods and tools, develop analysis and solution models, and skills in linguistic and visual dissemination and discussion of the profession's artistic and scientific issues and solutions with peers and non-specialists alike.
- Competences in preparing and developing proposals for architectural design and spatial organisation of independently phrased architectural programmes: ability to independently launch and complete professional and interdisciplinary collaboration, and to undertake professional responsibility and independently accept responsibility for own professional development and specialisation.

CHAPTER 4

LEARNING OUTCOMES

Section 5. The Master's degree programme must have a progression, which must be explained in the teaching plan for the individual programme, in accordance with section 4.

(2) The specific learning outcomes for each module are defined in detail in the teaching plan, cf. section 10. In the course of the Master's degree programme's four semesters, the learning outcomes related to eight key themes are met, as determined in the present Study Regulations. In addition to this, a thematic supplement about the United Nation's 17 Sustainable Development Goals applies to the thesis project, cf. section 5(6). These are integrated into the learning outcomes, which are phrased in connection with the individual Master's programme's specialisation. Here, it is suggested that the themes be paired, but they can be combined differently:

A) The themes *Theory and Method* include the chosen Master's programme's positioning in architectural history, theory and practice, its theoretical prerequisites and methodological use: current paradigms and *State of the art*.

In this connection, the student must meet the following learning outcomes for knowledge, skills and competences:

- Insight into and understanding of the Master's programme's orientation within history, theory and practice: its current paradigm and *State of the art*.



- Skills in the application of the Master's programme's theoretical and methodological foundation: relevant analogue and digital representation and presentation methods, and programmes for knowledge search and text processing.
- Competences in the development and preparation of theoretical and methodological studies, and in the independent preparation of proposals for the materialisation of architectural spaces, including theoretical written works, within the Master's programme's specialisation.

B) The themes *Concept and Medium* include the architectural proposal's conceptual mediation and applied production techniques linked to the representation forms' successive progression from draft to scale object.

In this connection, the student must meet the following learning outcomes for knowledge, skills and competences:

- Insight into and understanding of architecture's materialisation in the relation between concept and medium: the programme's experimental interactions between idea and production, between content and expression.
- Skills in mediation processes that are relevant to the chosen programme: advanced use of analogue and digital tools and representation forms.
- Competences in independently-reflectively drawing up architectural proposals, including their production through relevant media and their materialisation in proposals for complex architectural spaces.

C) The themes *Programme and Project* include the student's programmatic work with independently selected issues of relevance to the chosen programme's incorporation into the profession's social, cultural, political and financial surroundings.

In this connection, the student must meet the following learning outcome for knowledge, skills and competences:

- Insight into and understanding of architecture's professional implications: understanding of the programme's orientation in relation to projects' social and technologically sustainable realisation.
- Skills in reflecting on the relation between programme and project, based on the programme's orientation: use of relevant analogue and digital tools and techniques in relation to the handling of knowledge and data, and their conversion into concrete project proposals.
- Competences in independently combining scientifically analytical and artistically synthetic approaches in close connection with the preparation of architectural programmes and architectural projects.

D) The themes *Technology and Practice* include the chosen programme's special technologies and relations to practice and production apparatus.

In this connection, the student must meet the following learning outcome for knowledge, skills and competences:

- Insight into and understanding of architecture's technological implications and its realisation through a production apparatus.
- Skills in applying a variety of technologies that are relevant to the Master's programme in a relevant and appropriate way.
- Competences in working artistically integrating with sketching techniques, concrete technology, architectural realisation and the layout of a production apparatus.

(3) The learning outcomes and themes defined in the study regulations apply to all the programmes.



(4) The existing themes, cf. (2), are relevant to all study levels in the education and are reflected in the specific learning outcomes for the master degree programme's four semesters, as described in the teaching plan.

(5) At the end of the 4th semester, students must meet the programme's learning outcome for knowledge, skills and competences, cf. sections 4 and 5.

(6) In addition to the requirement in section 5(5), a special theme is linked to the graduation semester, considering that the graduation programme and the graduation project must relate to the United Nations' 17 Sustainable Development Goals as set out in UN Resolution 70/1 – *Transforming our world: the 2030 Agenda for Sustainable Development*. In dialogue with his/her supervisor, each student decides and substantiates the way in which the graduation project relates to the UN's Sustainable Development Goals.

CHAPTER 5

PROGRAMME STRUCTURE

Section 6. The master's degree programme in design is a 2-year full-time education. The education comprises 120 ECTS points.

(2) The student must not complete modules totalling more than the prescribed 120 ECTS points.

(3) The education must be completed no later than three years after study start, not counting periods of leaves of absence. THE ROYAL DANISH ACADEMY can make an exception to this rule under exceptional circumstances.

Section 7. An academic year consists of two semesters: the autumn semester and the spring semester.

(2) A semester's full-time study is prescribed to comprise 30 ECTS points, corresponding to a workload of 825 hours or 27.5 hours per ECTS point. This means that 1 ECTS point corresponds to a workload of 27.5 hours.

(3) The first and second semesters consist of one module of one or more connected teaching activities, which are assessed together at the end of the module.

(4) The third semester is divided into two modules of 20 ECTS points and 10 ECTS points respectively. The module of 10 ECTS points can be continuous or be spread over the whole semester, but must be assessed at the end of the semester.

(5) The thesis project concludes the education and is completed during the 4th semester.

CHAPTER 6

TEACHING FORMS

Section 8. The architectural degree programme's distinctive feature is reflective project work with the inclusion of a qualified knowledge basis and artistic competence. The preparation of proposals for architectural projects in studios and workshops under the supervision of a teacher constitutes the main competence-developing study form.

(2) The semester is organised in such a way that the study-related development of knowledge, skills and competences takes place via pedagogically integrated teaching modules.



(3) The semester must include teaching elements that are not project teaching: skills exercises, study circles, seminars, courses and lectures integrated into the project work or in the form of separate teaching activities.

(4) Teaching and study forms involve either group work or independent studies, depending on the individual programme element.

Section 9. Teaching and examination languages

Teaching in the Master's degree programme may be offered in Danish or in English. The teaching language in the individual Master's programmes is stated in the programme's curriculum, cf. section 10.

(2) Danish-language Master's programmes may offer a limited number of teaching activities in English.

(3) English-language Master's programmes offer all teaching activities in English.

(4) In Danish-language programmes, exams may be taken in Danish, Norwegian or Swedish. In English-language programmes, exams are taken in English.

CHAPTER 7

TEACHING PLAN

Section 10. Each year, the School of Architecture produces a teaching plan in which each master programme's modules are described. The teaching plan describes project work and themes for each programme within the framework of the study regulations, cf. section 5.

(2) The teaching plan describes for each module: title, number of ECTS points, contents, learning outcomes, examination form, assessment form, requirements for submissions and for participation in teaching, type and scope of syllabus and grading form.

(3) The teaching plan must be approved by the study board no later than two months before the start of the academic year in question.

(4) The teaching plan is attached to the study regulations as Appendix 1 and hereafter forms the basis for the preparation of semester plans for the individual master programmes.

(5) For each of the teaching plan's modules, the semester plans detail: module responsible, time schedule for teaching activities (including any study trips), specific syllabus and reference works, teaching materials and submission deadlines.

(6) Semester plans are prepared for one semester at a time and are available through the Royal Danish Academy's intranet before the specific semester begins.

Section 11. Syllabus

Syllabus is taken to mean relevant literature within scientific research, artistic research and architectural practice.

(2) The syllabus for each module is included in the curriculum, cf. section 10(2).

(3) Listing the same syllabus for several modules is not permitted. The only exception from this rule is the graduation project.



CHAPTER 8

REGISTRATION FOR MODULES AND EXAMS

Section 12. Students are automatically registered for the module(s) in the relevant semester and for the related exam(s).

(2) The registration must occur regardless of whether the student has not passed modules from previous semesters.

(3) Students can only be withdrawn from modules under exceptional circumstances, cf. § 6(4) of the Degree Programme Order.

(4) Students have three attempts to pass an exam, cf. section 6(3) of the Examination Order. The Royal Danish Academy may allow additional attempts under special circumstances.

Section 13. Re-exams

If an examination is not passed, the student is automatically registered for the same examination again, cf. § 6(2) of the Examination Order.

(2) Re-exams for the autumn semester modules are held during the second half of February. For spring modules, re-exams take place during the second half of August.

(3) If the student does not pass the module at the re-exam, he/she is registered for the exam again for the subsequent semester's period for re-examination.

Section 14. Re-examination due to illness

If a student, due to illness documented by a doctor's note, is not able to attend an examination or is delayed in submitting projects, assignments, etc. on time, the student will be registered for a re-examination due to illness.

(2) Re-examinations due to illness for the autumn semester's modules take place in the second half of February. Re-examinations due to illness for the spring semester's modules take place in the second half of August.

(3) The study board can decide that the examination re-examination and re-examination due to illness is to be different from the ordinary examination form.

CHAPTER 9

ASSESSMENT

Section 15. At examinations, the student's fulfilment of the learning outcomes described in the study regulations and the teaching plan is assessed.

(2) The student is assessed individually and in accordance with the 7-point grading scale or with the assessment 'Pass' or 'Fail', cf. the Examination Order. External grading is used in accordance with the provisions in the Examination Order so that at least 40 ECTS points in the Master's degree programme are assessed through external grading. Examination and grading forms are included in the overview in § 23.



(3) At exams with external grading, assessments are carried out by one or more internal examiners and one or more external examiners appointed by the Danish Agency for Higher Education.

(4) An examination is passed when a grade of 02 (or higher) or the assessment of “pass” is achieved. A passed examination cannot be taken again.

Section 16. The Royal Danish Academy is able to offer special examination conditions for students with a mother tongue other than Danish, students with physical or mental functional impairment, and students with similar difficulties, if this is deemed necessary in order to give such students equal opportunities in the examination situation. It is a prerequisite that this does not lead to a lowering of the examination level.

CHAPTER 10

EXAMINATION FORMS

Section 17. In accordance with section 8, examination forms are organised in extension of the individual modules' pedagogical weighting of knowledge, skills and competences.

(2) The examination forms for the modules are described in the overview in section 23.

Section 18. Format requirements for written submissions
One standard page consists of 2,400 characters (with spaces).

(2) Front page, list of contents, notes and bibliography are not included in the calculation of the number of characters.

(3) When submitting papers, the number of characters must be indicated on the front page.

(4) The extent of papers submitted must be kept within +/- 10 % of the given number of standard pages.

Section 19. Oral exams are public. However, under special circumstances, the institution may decide not to allow open access to an exam, including where consideration for the student calls for this.

(2) At oral exams, the evaluation must take place immediately after the conclusion of the individual student's examination. The student is informed of his/her grade immediately after the evaluation. The student is entitled to be informed of his/her grade in private.

(3) Only the examiners are allowed to be present during the evaluation, cf. section 13(5) of the Examination Order.

(4) Audio or video recordings of an examination are not allowed.

Section 20. Individual exams and group exams

Exams during the 1st to 4th semester can be sat as individual exams or group exams. Groups can consist of 2-4 students, however max. 3 students for graduation projects.

(2) In connection with both an individual exam and a group exam, an individual assessment must be made of each student's performance, and separate grades must be awarded.

(3) Oral group exams must include examination of each individual student.



(4) When a separate assessment of each student is to be given for a paper/report written by a group of students, the contributions of each individual student must be clearly marked.

(5) A product/solution/written work created by a group of students, which forms the basis for an oral exam, can be included in the assessment basis without clear indication of the contributions of the individual student if the student sits an individual oral exam, cf. sections 12(4) and 13(3) of the Examination Order.

Section 21. Length of exams and written papers at group exams

At oral exams where 30 minutes are allocated for 1 student, the length of the exam is 45 minutes for 2 students, 60 minutes for 3 students, and 75 minutes for 4 students.

(2) The extent of 15-page papers/reports at group exams is:

20 pages for 2 students
25 pages for 3 students
30 pages for 4 students

Section 22. Thesis project

The thesis project is completed during the Master's degree programme's 4th semester and accounts for 30 ECTS points.

(2) The thesis project must document the student fulfils the objectives and learning outcomes of the degree programme, cf. sections 3 and 4.

(3) The student prepares a programme for his/her thesis project, which is approved in writing by the student's head of programme.

(4) The thesis project is assessed by two internal examiners and two external examiners from the architectural degree programme's external examiners corps.

(5) For the assessment of final thesis projects, in addition to the professional content, weight is also given to the student's writing and spelling skills. However, the professional content must always be given the highest weight, cf. § 36(2) of the Examination Order.

(6) The final thesis project is completed and assessed in relation to the guidelines for final thesis projects, which can be found on the Royal Danish Academy's intranet.



Section 23. Overview of modules and exams

1st semester
Master's programme 30 ECTS Oral exam of 30 minutes Grading according to the 7-point grading scale Internal grading
2nd semester
Master's programme 30 ECTS Oral exam of 30 minutes Grading according to the 7-point grading scale Internal grading
3rd semester
Master's programme 20 ECTS Oral exam of 30 minutes Grading according to the 7-point grading scale Internal grading
Master's programme 10 ECTS 15-page written paper Grading according to the 7-point grading scale External grading
4th semester
Thesis project: 30 ECTS Oral exam of 90 min. Grading according to the 7-point grading scale External grading



CHAPTER 11

CREDIT TRANSFER

Section 24. After admission to the master's degree programme, students must apply to the study board for credit transfer for any study activities at master's level that the student has passed at a Danish or foreign institution of higher education before commencing studies in the master's degree programme, cf. § 31 of the Admission Order.

- (2) A maximum of 60 ECTS points can be transferred from previous degree programmes.
- (3) Credits cannot be transferred for study activities that have been completed more than 10 years prior to enrolment.

CHAPTER 12

EXCHANGE

Section 25. During the master's degree programme, the student can spend the 2nd semester on exchange at a Danish or foreign educational institution.

- (2) Exchange stays may constitute a maximum of 30 ECTS points.
- (3) Teaching activities undertaken during exchange stays must be at master level.
- (4) At the end of an exchange stay, the student must submit documentation for passed exams, indicating ECTS points or full-time equivalents.
- (5) Exchange stays at an educational institution with which the design education at THE ROYAL DANISH ACADEMY does not have an exchange agreement must be pre-approved by the study board before the exchange stay commences. Once the exchange stay has been completed, the student must apply for a final approval of merit transfer.

Section 26. Action plan

Instead of an exchange stay, students may prepare an individual action plan for the 2nd semester of the Master's degree programme. The action plan describes the extent of the student's participation in teaching within the chosen Master's programme, within other programmes at the Royal Danish Academy, in public or private businesses or institutions (including NGOs), or within another higher education programme corresponding to the semester's 30 ECTS points. The action plan is presented to the student's study programme manager for pre-approval. However, participation in teaching at educational institutions with which the architectural degree programme at the Royal Danish Academy does not have an exchange agreement must be pre-approved by the study board, cf. section 26(5).

CHAPTER 13

LEAVE OF ABSENCE

Section 27. Students can apply for leave of absence for up to one year during the Master's degree programme. Leave of absence is only granted for a full year and not retrospectively. However, students who have passed the first three semesters of the Master's degree programme may apply for leave of absence for one semester, provided they have not previously been granted leave of absence in the course of the programme. Students who are one semester behind in the programme may also apply for leave of



absence for one semester, provided they have not previously been granted leave of absence in the course of the programme.

(2) Students must have passed the 1st semester before they can apply for leave of absence.

(3) Leave of absence is granted in case of maternity/paternity leave, adoption, military service or UN service.

(4) Leave of absence will not be granted for studies at other educational institutions.

(5) During the leave of absence period, students cannot participate in teaching or exams.

(6) Students returning to the education following a leave of absence do not have the right to complete the education under the same study regulations that applied when the leave of absence started.

CHAPTER 14

CHANGE OF PROGRAMMES

Section 28. Twice a year, students have the opportunity to apply for a change of programme. A wish to change programmes can only be accommodated if a place is available in the programme to which the student wishes to switch.

(2) The programme change of programmes application procedure is available on the Royal Danish Academy's intranet.

(3) When switching from one programme to another, all passed modules are automatically transferred to the new programme.

CHAPTER 15

EXEMPTION

Section 29. The Royal Danish Academy can, under exceptional circumstances, make an exception to the rules in the study regulations that are set by the Royal Danish Academy itself, cf. § 15(5) of the Degree Programme Order.

(2) Applications for exemption must be submitted to the Royal Danish Academy's Study Administration.

CHAPTER 16

COMPLAINTS

Section 30 Complaints about exams are handled pursuant to the regulations in the Examination Order as shown in Appendix 4.

Section 31. The educational institution's decisions in accordance with the Degree Programme Order may be referred to the Danish Agency for Higher Education if the complaint concerns legal matters. The complaint must be submitted to the educational institution, who will prepare a statement, which the complainant must have the opportunity to comment on within a period of one week. The educational



institution will forward the complaint to the Agency accompanied by the statement along with any comments from the complainant.

(2) Complaints must be submitted within two weeks of the student having been informed of a decision.

CHAPTER 17

ENTRY INTO FORCE AND INTERIM PROVISIONS

Section 32. The amended study regulations enter into force on 1 September 2017 and apply to all students who were enrolled under the amended 2014 study regulations in 2015 and 2016 and to students who commence studies on 1 September 2017 or later.

(2) Students with a Bachelor's degree in architecture from the Royal Danish Academy who commence studies under the Master's degree programme in September 2017, September 2018 or September 2019, and who have not completed an internship in the course of their Bachelor's programme, have the opportunity to complete an internship during the 2nd semester of the Master's degree programme.

The study regulations have been approved by rector on 16 February 2017.