

# SEMESTER SYLLABUS

## SEMESTER 4

**Semester theme:  
Multi-Storey Buildings Over 3 Storeys**

Bachelor's Degree Programme in Architectural Technology and Construction Management

VIA University College

Revised February 2019

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# Welcome to Semester 4

You are now about to start the second semester in the learning environment we call 'Professionalization'; this is also the last semester but one to be primarily teacher-driven.

You need to consider whether there are areas in which you will have to make a special effort to improve your skills before you choose your study pathway, work on local subject components, do your Bachelor's project and, ultimately, venture out into the labour market.

The theme of the semester project is 'Multi-Storey Building Over 3 Storeys'.

In the project work, you and your group will learn about the special requirements associated with the appraisal/brief/outline proposal and the project proposal, regulatory project and execution project, structures, tender process and execution.

This semester also includes two local subject components requiring you to work on elective topics. Your work must follow a science-theory-based method, to which you will be introduced.

You must describe a specific problem within one or more building technology issues, which you will investigate and propose one or more solutions to.

The local subject components make up 15 of the semester's 30 ECTS credits, and they include:

- the elective study component (EPC), worth 10 ECTS credits;
- the local study component (LPC), worth 5 ECTS credits.

This gives you considerable scope to target your education according to what you want to do afterwards. In the course of this semester, you also need to decide which route you will take in Semester 5.

## Recommended reading

As guidance to you and others on the different semesters of the programme, a syllabus like this one has been prepared for each semester.

Figure 1: Document hierarchy



Source: prepared at VIA Built Environment

Each semester syllabus consists of two main sections:

**1. The Semester**, which is introduced with a description of the overall structure of the semester, followed by a brief description of the prerequisites we need you to have in place in order to start the semester. The content of the semester is then described in more detail: the *interdisciplinary semester project*, including subjects and other study components, and the *local subject components*.

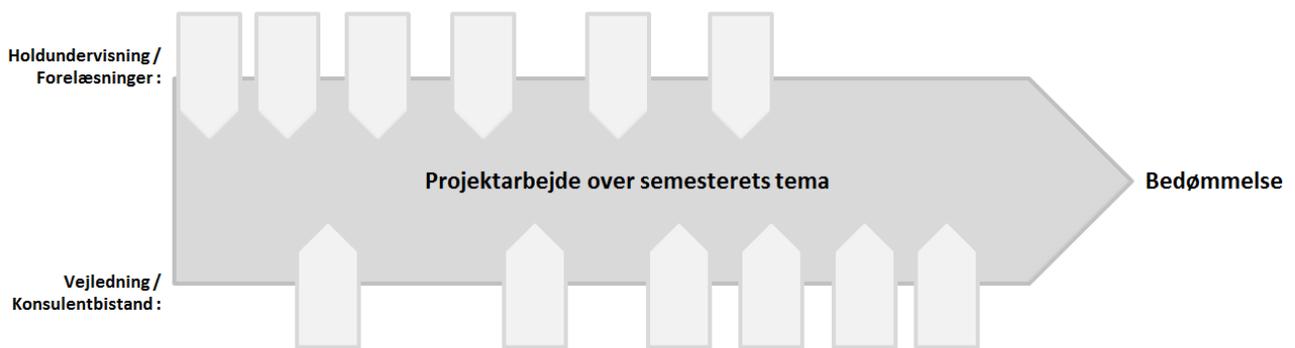
**2. The Teaching:** the semester team's description of their particular semester case study and teaching plan, and a reading list. They have designed these to enable you to attain the learning objectives set.

# 1 THE SEMESTER

In this semester, you will mainly be working on one continuing project within the overall theme of the semester. As shown in Figure 2, each subject will be directed towards the project.

Theoretical presentations by the teaching staff are often mostly concentrated at the beginning of the course; later on, the teachers will mainly assist with guidance/consultancy relating to the project. It is through the process of working towards the solution of problems that you, the student, will develop your competency as an architectural technologist.

Figure 2: Interdisciplinary project work



Class teaching/lectures:		
	Project work on the theme of the semester	Assessment
Guidance/consultancy:		

Source: prepared at VIA Built Environment

The elective programme components will give you the opportunity to tailor your education. The electives are independently organized courses of study.

## 1.1 Admission requirements

In order to enrol on Semester 4, you must have been entered for the Semester 3 examination or otherwise gained approved credit.

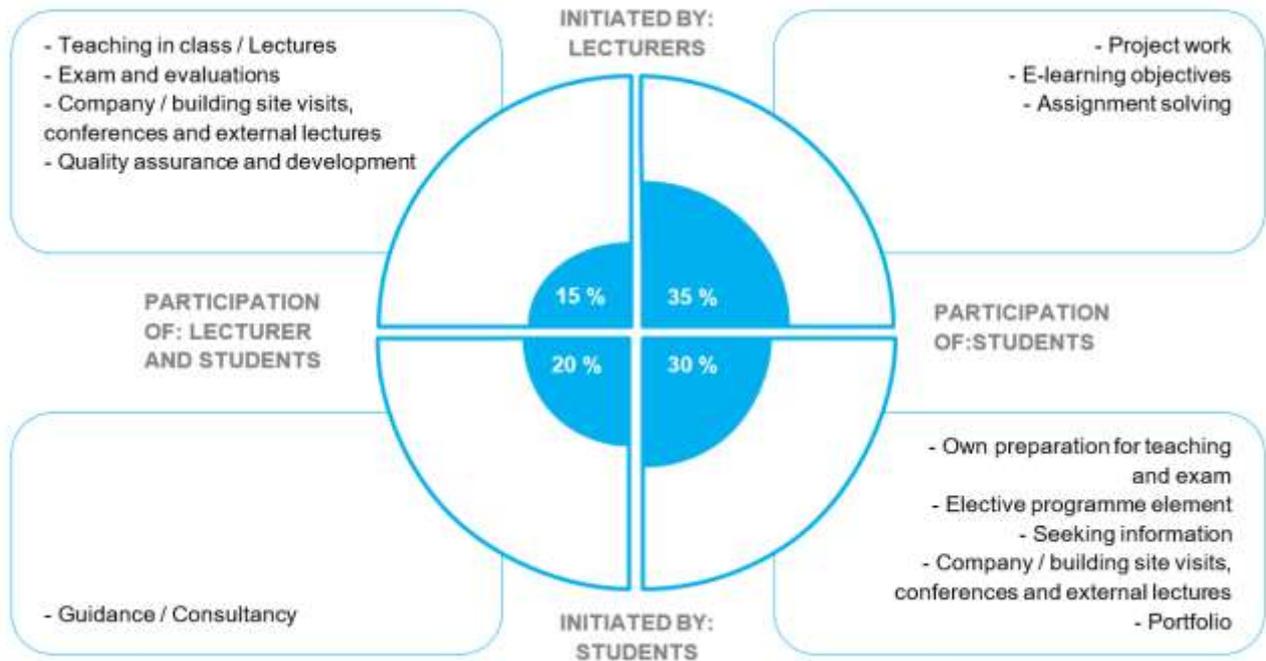
## 1.2 Study activity

The teaching and working formats used in this semester are shown in the Study Activity Model for the semester.

The Study Activity Model indicates that we expect you, the student, to spend approximately 825 hours studying in each semester, and also that there are a variety of teaching and working formats, indicating that not all learning is initiated by the teaching staff and/or has a teacher present. This means that you, the student, also bear considerable responsibility for your own learning.

Thus, the Study Activity Model also shows what we expect of you as a student and what you can expect of us as regards your attainment of the learning objectives.

Figure 3: The semester's Study Activity Model



Source: prepared at VIA Built Environment

The Portfolio is an important tool on the programme, and you should use it to reflect on your own learning.

### 1.3 Quality assurance

You and your fellow students play a vital role in the quality assurance and quality development of the programme. It is important for management and teaching staff to receive your feedback so that, together, we can both ensure that you and your fellow students obtain a high level of educational benefit, and create the conditions for a satisfactory teaching and learning environment.

The table below shows how you as students will be involved in the evaluation of teaching activities during Semester 4, who will be the main users of your feedback, and when the evaluation will be carried out.

Table 1: Student involvement in teaching evaluation during the programme

Element	Method	Main users	When held
Expectation adjustment at the start of a new course of instruction at the institution	Dialogue, based on the semester syllabus, at the introductory session of the semester	Teachers and students	At the start of each semester
Halfway evaluation of course of instruction at the institution	Method chosen by teaching team	Teaching team	Approx. halfway through semester, as shown in indicative timetable
Final evaluation of course of instruction at the institution	Online questionnaire	Programme management and teaching team	Each semester to undergo final evaluation once in every three times it is taught. If due to be held, will be shown in indicative timetable.
Ongoing dialogue	Dialogue between teachers, students and programme managers, e.g.	Teachers and students	Ongoing

	day-to-day or via the local campus/programme student council		
Final evaluation of placement in Denmark and abroad	Online questionnaire aimed at all placement venues	Programme management, International Office and placement coordinators	Placement venue final evaluation to be carried out after each placement period
Quality assurance, including final evaluation of study visit abroad	Online questionnaire etc.	Programme management and International Office	At the end of each study visit abroad
Student satisfaction survey	Online questionnaire	Programme management and VIA senior management	Every 2 years. If due to be held, will be shown in indicative timetable.

Source: prepared at VIA Built Environment

You can see results, KPIs and action plans for yourself at [Studienet \(Aarhus\)](#), [Studienet \(Horsens\)](#) or [Studienet \(Holstebro\)](#).

Here, you will also find further information on the work VIA University College does around quality. The results of current evaluations are presented at the semester introductory session. Your class representatives also play a vital role in communicating what is discussed at campus/programme student council meetings.

### 1.3.1 Local student council

At VIA, there is one combined Student Council per campus with class representatives from all study programmes, but the individual programmes also have local student councils.

The VIA Built Environment management teams at Horsens, Aarhus and Holstebro continually involve the local student council in discussions about the quality assurance and quality development of the programme, including:

- employer involvement,
- graduate involvement,
- final evaluation of teaching,
- final evaluation of placements in Denmark and abroad,
- final evaluation of study visits abroad,
- student satisfaction survey,
- dropout analysis.

## 1.4 Project work

Project work consists partly of assignments to be tackled individually and partly of assignments to be tackled in groups of 2-4 students.

The reason for working in groups is partly that this is a very widely used working style in the building sector, and partly that there is learning value in problem-focused collaboration on a specific project with other students who have different experience and skills.

Although students work in groups, it is nevertheless important that you as a student can independently acquire and apply the knowledge you gain from the different subjects.

## 1.4.1 Subject-focused teaching

Single-subject teaching covers rules, theories, methods and techniques within each specific subject area. When the individual topics are taught will be set out in detail in the team's teaching plans, which will be made available on It's Learning.

Table 2 shows the areas each subject is divided into. The subject areas are described separately in the subsections to follow.

**Table 2: Subjects, subject areas and distribution**

<b>Subject</b>	<b>Subject areas</b>	<b>Distribution</b>
Building Design (BDS)	Architecture and Building Design (BDS/ABD) Building Construction (BDS/BCN) Materials Science (BDS/MAT)	53%
Structural Design (STD)	Structural Design (STD)	13%
Building Services (BSE)	Building Services (BSE)	13%
Building Planning and Management (BPM)	Building Planning and Management (BPM)	14%
Communication	Communication	7%

Source: prepared at VIA Built Environment

### 1.4.1.1 Building Design (BDS)

The subject presentations under BDS will support attainment of the learning objectives for the semester, alone and together with content under other subject groups. Teaching will be based on the following content:

#### **Building Design ABD**

- introduction to the overall theme of the semester
- examination of the theme of multi-storey residential buildings
- sketching/analysis of modern multi-storey residential buildings with balconies and penthouses (if any) tailored to an urban context
- sketching/analysis of plan solutions focusing on functional and architectural qualities as seen in modern Danish residential buildings
- study of Danish and international architects focusing on sustainability and industrialization

#### **Building Design BCN**

- preliminary study of existing multi-storey residential building
- reflection on the construction brief: quality, site conditions, utilities, building type/architecture, service installations, space requirements and environment
- in the sketching phase: 3D and freehand drawing, building regulations, analyses, holistic understanding and production
- in the project design phase: design techniques and methods such as modular design, design using BIM tools, statutory requirements, required common technical knowledge, project scrutiny, layout of structures and installations, relevant building technology, prefabricated building components, knowledge of materials
- fire safety analysis
- a self-contained part of a tender design will be carried out in the tender design phase.
- Analogue and digital tools for sketching and describing buildings.

#### **Building Design MAT**

- preparation of content journal
- preparation of materials description on drawings
- preparation of materials analysis for selected materials
- environmental considerations around materials selection
- company visit, construction site visit or visit from company
- work on selected parts of the description in the tender project (on BIPS description principles)

#### **1.4.1.2 Structural Design (STD)**

The subject presentations under STD will support attainment of the learning objectives for the semester, alone and together with content under other subject groups. Teaching will be based on the following content:

- static description of the construction system used, including analysis of the load-bearing and stabilizing system
- table-based dimensioning of different component types
- estimation of in-situ concrete structures
- geology and geotechnics
- load determination in accordance with the Load Standard (Euro codes)
- preparation of Static Report A1
- 

#### **1.4.1.3 Building Services (BSE)**

The subject presentations under BSE will support attainment of the learning objectives for the semester, alone and together with content under other subject groups. Teaching will be based on the following content:

##### **Building Services**

- supply pipelines (basic layout)
- service shaft (regulations, requirements, layout, dimensioning)
- residential ventilation (requirements, analysis, estimation)
- sewerage, drainage, water and heating – estimated dimensioning
- electrical power: the high-voltage regulation, positioning of switches etc. (self-study)
- alternative energy: solar cells, solar heating, geothermal heating etc.

##### **Building Physics**

- energy design – dwelling type analysis
- energy framework – estimation at project proposal level, using ‘Be’ calculation program or other relevant software
- sound theory and analysis in accordance with Building Code requirements (reverberation time, air-borne sound insulation and impact sound)
- reverberation time calculation

#### **1.4.1.4 Building Planning and Management (BPM)**

The subject presentations under BPM will support attainment of the learning objectives for the semester, alone and together with content under other subject groups. Teaching will be based on the following content:

- project planning
- fee calculation and time recording
- state-subsidized building, including KPIs
- successive calculation and building calculation, including quantity take-off
- life-cycle cost and associated considerations
- network planning
- content journal
- construction phases and services
- types of procurement procedure and contract
- general building site set-up
- project scrutiny and quality assurance
- Health and Safety Plan
- tender documents for the subcontractor
- The ICT agreement

### 1.4.1.5 Communication (COM)

- possible collaboration with IDP project
- dissemination of (competition) project
- possible collaboration with international partners
- information searching in databases

### 1.4.1.6 Theory of Science (TS)

- theory of science and its relevance to the architectural technology profession
- fundamental scientific concepts
- report writing as a tool of investigation, argumentation and knowledge generation, including:
  - the 'basic figure' of science and the 'pentagon'
  - problem statement: what is a good problem statement?
  - study design – considerations regarding the conduct of the analysis
  - data collection methods (generating the empirical base) – including interview and observation technique
  - data collection, including systematization and interpretation of data – how?
  - report writing

## 1.4.2 Other study components

During the semester, the semester team may arrange other study components, in consultation with the students if appropriate. This will then appear on the timetable or the schedule planner for the particular class.

## 1.5 Local subject components

A local subject component is defined as either a local programme component (LPC) or an elective programme component (EPC)

The local subject components in Semester 4 will give you the opportunity to work on specific building technology topics or problems within the interdisciplinary project chosen by you. They will cover a problem or a topic arising out of the semester's compulsory multi-storey building work.

The aim is that you will extend your knowledge and competencies within the chosen area, and enhance your methodological and analytical skills and construction technology competencies.

The figure below shows how the LPC and EPC stand in relation to the compulsory part.



### 1.5.1 Elective programme component (EPC, 10 ECTS credits)

The learning objectives and content of these courses of study are described in detail in the institutional part of the curriculum, under Section 3.1, Elective Programme Components, EPC (3.1.2. Elective Programme Component, Semester 4).

You must independently prepare a written report relating to the theme of the semester and tailored according to an independent, documented choice, and a methodological and science-theory-based reflection. The report must be 15-20 standard pages in length (a standard page being 2,400 keystrokes including spaces, as per the report guide). The report is to be submitted on WiseFlow as shown in the timetable.

## **1.5.2 Local programme component (LPC, 5 ECTS credits)**

The student must bring to the local programme component the knowledge gained from the programme's subject areas. In Semester 4, the student must take one local programme component (LPC). The student chooses one of three possible LPC topics: Build 4.0, Sustainable Building or Energy. Content and learning objectives are described in detail in the institutional part of the curriculum under Sections 3.2.1, 3.2.2 and 3.2.3.

In addition, you will be given an introduction to the LPC components by your teachers.

### **1.5.2.1 Build 4.0**

This is the student's opportunity to gain an educational specialization in the tools and methods associated with Build 4.0 in project design.

### **1.5.2.2 Sustainable Building**

The student will gain a deeper understanding of sustainability both as a concept and as regards its significance for the specific building project. It also aims to make the student aware of the challenges of the phenomenon from the point of view of conversion and development.

### **1.5.2.3 Energy**

The student will gain a deeper understanding of active and/or passive energy measures both as a concept and as regards their significance for the specific building project.

## **1.6 Examinations and evaluations**

There are three examinations during Semester 4.

You and your group will present the semester project and then receive an individual mark based partly on what you have done as a group and partly on your independent part of the project.

Significant parts of the project must be presented digitally/orally, with an oral evaluation by the teachers to follow.

Considerable weight is attached to independence in the tackling of the assignment, including the ability to work methodically, analytically and professionally when searching for relevant information.

Please see the [current guidance](#) for information on the conduct of the concluding examination as regards the use of digital presentation.

Table 3 is an overview showing the various study components and their assessment in accordance with Section 3.7 of the Curriculum.

**Table3: Study components and their assessment**

<b>Examination</b>	<b>Material examined</b>	<b>Assessed at end of study component?</b>
Examination 4	Elective programme component (EPC)	X
Examination 5	Multi-Storey Residential Building	X
Examination 6	Problem statement and synopsis, presentation and participation in the semester's project work	X

Source: prepared at VIA Built Environment

General information on examinations is available on [Studienet](#)

Assessment of the compulsory programme component

Assessment is based on the following criteria:

- method and work process (knowledge, skills, competency);
- technical solutions and documentation (knowledge, skills, competency);
- oral presentation and defence (knowledge, skills, competency).

### **1.6.1 Assessment of the elective programme component (EPC)**

Assessment is carried out by the supervisor, who awards a mark and provides comments by completing a feedback form. There may also be a supervisor who can give a qualitative evaluation of the report's use of ICT and its standard of writing.

The overall criteria on which assessment is based are:

- the problem statement (relevance and usability)
- choice and use of method
- academic (theoretical) argumentation
- conclusion
- formal aspects (language, style, structure, clarity etc.)

There will be a 50:50 weighting between the report's academic content and problem statement as against the methodological approach and formal aspects. The academic side is concerned with the complexity/difficulty of the material, while the methodological side refers to whether relevant methods and valid arguments have been selected and applied.

### **1.6.2 Assessment of the local programme component (LPC)**

See Curriculum F 2019.

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## **2 THE TEACHING**

Please see the class area on It's Learning, where the semester case study, the timetable, information on the semester project and the teaching matrix/plan will be uploaded

### **2.1 Indicative timetable**

The semester timetable will be reviewed at the beginning of the semester.  
The indicative timetable will then be available in the class folder on IT's Learning.

### **2.2 Reading list and knowledge base**

#### **2.2.1 Subject-specific sources**

Additions to the reading list and knowledge base are listed in Annex 3.2.

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## 3 Annex

The annex represents a subject-specific interpretation of the Semester 4 learning objectives. In Semester 4, you as a student have now reached a point in your education where you are working professionally on your own learning, and hence on the pre-requisites for gaining knowledge, skills and competencies. Studying in Semester 4 means constantly moving into new discipline areas and going beyond those that are already known. Theme for Semester 4: Multi-Storey Residential Building Over 3 Storeys.

To help you find your way around this new subject area, below is an example of a subject-based interpretation of the learning objectives based on the end goals of the semester. This interpretation should give you an understanding of what is expected and how the subject teaching relates to the national and local subject components of the curriculum.

### 3.1 Overview of learning objectives supported by subject teaching

#### **Building Design (BDS)**

Examples of learning objectives supported by BDS content

##### **HUS/ABD**

Knowledge of:

- the methods and practice of the subject area in relation to the theme of the semester;
- the history and tradition of multi-storey building;
- the industry's focus on sustainability and industrialization;
- sustainable and energy-efficient building, including the effect of architecture and design on energy consumption.

Skills:

- design a multi-storey building, using sketching and analysis to create a plan solution incorporating form, function and architectural qualities, perhaps on the basis of existing solutions.

##### **HUS/BCN**

Knowledge of:

- the fundamental principles and possible applications of methods and techniques for the planning, design and execution of the sketching and project design phases in the construction of modern multi-storey residential buildings;
- the use of industrialized building components and their integration into modern multi-storey residential buildings as regards planning, design and execution methodology;
- sustainable and energy-efficient multi-storey residential building, including the effect of the design of building structures and details on energy loss.

Skills:

- project design and communication of your projects, using ICT and other means;
- be proficient in work methods for preparing an outline proposal (competition project) based on a supplied brief;
- be proficient in work methods for preparing a project proposal containing problem identification, analysis, sketches, data collection etc.
- evaluate and design details from a holistic viewpoint.

##### **HUS/MAT:**

Knowledge of:

- the use of materials, especially in modern multi-storey residential buildings, with particular reference to energy-efficient, sustainable and industrialized products and components;
- the composition, properties, processing, standards requirements, environmental/working environment impact, protection, trading, structural conditions, maintenance and life-cycle evaluation of materials;
- your attitude to new building materials.

**Skills:**

- preparation of content journal
- communicate via materials descriptions on the basis of the information model;
- preparation of a materials analysis of selected materials.

**Structural Design (STD)**

Examples of learning objectives supported by STD content

**Knowledge of:**

- important structures giving cohesive stability in the multi-storey building seen as a unit in relation to the choice of materials;
- all relevant loads on the multi-storey building;
- estimation and table look-up of relevant industrialized concrete structures;
- different types of foundation;
- different types of formwork.

**Skills:**

- understand and account for the use of one multi-storey system rather than another, and communicate this;
- account for relevant loads on the multi-storey building and describe the static system and load pathways through structures;
- proceeding from the static design, find by analysis most suitable industrially produced load-bearing structures, taking account of sustainability in relation to installation and production;
- understand and apply general geotechnical/geological concepts;
- understand and solve problems concerning the integration of industrialized staircase and balcony components with the 'main building';
- enter relevant property data regarding static condition requirements into the BIM model;
- carry out collision and consistency control on drawing exports.

**Building Services (BSE)**

Examples of learning objectives supported by BSE content

**Knowledge of:**

- the most important requirements for building services as they relate to the theme of the semester;
- the most important theories and principles of ventilation, heat recovery, sound, moisture and service ducting in multi-storey buildings;
- knowledge of the principles of energy framework calculation and flexibility in its use.

**Skills:**

- carry out analyses and estimates using relevant building physics software (see below);
- carry out analyses and estimates using relevant required common technical knowledge (SBi, DS);
- lay out service installations on the basis of analyses and estimates.

**Building Planning and Management (BPM)**

Examples of learning objectives supported by BPM content

**Knowledge of:**

- requirements, laws and regulations applicable to state-subsidized building and social housing;
- types of procurement procedure and contract, including the semester's chosen contract type, turnkey contracts and relevant award criteria;
- project organization and the roles of the parties involved, including the student's (the design studio's) own role in a turnkey contract;
- the interplay and relationships between regulatory authorities, users, client, turnkey contractor, consultant and subcontractors;
- options for integration of the BIM model with digital calculation and management tools;

- quality assurance of project design, including scrutiny at phase transitions in accordance with the recommendations of DANSKE ARK (Danish Association of Architectural Firms);
- general construction site layout principles based on Working Environment Act requirements;
- planning, execution and management methods for engineering works.

#### Skills:

- carry out systematic data collection in order to prepare documented descriptions relating to the case study;
- describe and understand the student's own/the consultant's and the turnkey contractor's organization and situation in relation to the project board as a whole, from the political environment, regulatory authorities and housing association to the subcontractors;
- understand the overall project finances, using parts of the ABC Form for subsidized building;
- follow up the student's own and the group's work, and use this as the basis for fee calculation and time recording;
- perform calculations using the successive principle in the initial design phase;
- project-design multi-storey buildings within the framework applicable to state-subsidized building;
- take off quantities in the student's own project, and use them for building component calculations in the final phases of project design;
- perform calculations concerning life cycle cost and associated considerations;
- prepare draft construction site plans;
- understand network planning, produce a network diagram for multi-storey residential buildings and put it into a Gantt chart;
- understand, organize and plan an execution process.

#### Communication (COM)

##### Knowledge of:

- relevant theories and methods of communication for dissemination, including digital media;

##### Skills:

- communicate chosen methods and technical solutions to relevant partners; analyse and understand communication problems confronting interdisciplinary collaborations.

#### Theory of Science (TS)

##### Knowledge of:

- the place of reports as a part of the basis on which the construction industry operates;
- how data is collected and how a specific building technology topic is analysed and described so that it can form the basis for further treatment if required;
- the most fundamental relevant concepts in the theory of science.

##### Skills:

- make analytical (science-theory-based) use of data collected to illuminate a self-contained construction industry topic or solve a specific task;
- compose a building report containing problem statement, data collected (empirical basis), analysis and interpretation, arguments, conclusions and any specific proposed solutions;
- put the case for data collection methods, apply them and reflect on their relevance in a given context;
- produce scientific reports using comprehensible written language.

## 3.2 Additional subject-specific sources

#### Interdisciplinary sources

- ICT and BIM
- Danish Building Defects Fund [www.bsf.dk](http://www.bsf.dk)
- BYG-ERFA, dissemination of building technology experience [www.byg-erfa.dk](http://www.byg-erfa.dk)
- List of textbooks and readers
- BIPS <http://bips.dk>

#### Building Design

### **Architecture and Building Design (BDS/ABD)**

- Danmarks arkitektur, arbejdets bygninger (The Architecture of Denmark: Working Buildings) by Jørgen Sestoft

### **Building Construction (BDS/BCN)**

- List of recommended textbooks and readers

### **Materials Science (HUS/MAT)**

- Concrete components [www.betonportalen.dk](http://www.betonportalen.dk)
- Concrete Component Association [www.bef.dk](http://www.bef.dk)
- Indicative lecture plan for MAT

### **Structural Design and Understanding (STD)**

- Teknisk Ståbi (Technical Vade Mecum)
- SBI 233 Static Documentation
- The Building Code
- Dimensionering med tabeller (Table-Based Dimensioning) (Knud Ahler)
- Eurocode 0 (DS/EN 1990) with associated Danish annex
- Eurocode 1 (DS/EN 1991) with associated Danish annex
- Eurocode 2 (DS/EN 1992) with associated Danish annex
- Eurocode 3 (DS/EN 1993) with associated Danish annex
- Eurocode 5 (DS/EN 1995) with associated Danish annex
- Eurocode 7 (DS/EN 1997) with associated Danish annex

### **Building Services (BSE)**

- Building Code
- Kloak og Afløb, gældende projekteringsregler (Sewerage and Drainage: Current Design Regulations), VIA 2014
- Indeklima og ventilation. Kompendium (Indoor Climate and Ventilation: A Reader)
- Installationer i etageejendomme (Building Services in Multi-Storey Properties), VIA 2003
- Er der plads nok (Is there Enough Room?), Danish Technological Institute, 2009
- SBI Recommendation 213, Energy Requirements of Buildings, 2018 ed.
- SBI Recommendation 237, Sound Insulation Between Dwellings: New Build, 2011
- SBI Recommendation 244, Sound Insulation of the Building Envelope, 2014
- DS 418, Calculation of Heat Loss from Buildings, 7<sup>th</sup> edition
- DS 447, Ventilation in Buildings, 2013
- DS 432, Code of Practice for Sanitary Drainage: Wastewater Installations, 4<sup>th</sup> edition
- DS 490, Sound Classification of Dwellings, 2007
- [www.kloakviden.dk](http://www.kloakviden.dk)

### **Building Planning and Management (BPM)**

- [www.mbbi.dk](http://www.mbbi.dk) (Ministry of Housing, Urban and Rural Affairs)
- Kvalitetsbekendtgørelsen (Executive Order on Quality) [www.retsinformation.dk](http://www.retsinformation.dk)
- Descriptions of Services for the building industry [www.frinet.dk](http://www.frinet.dk)
- Executive Order No. 1226 of 14/12/2011 on subsidized social housing
- BIPS description tool (VIA bibl. site)
- BBR (Building and Housing Registry) instruction
- Anlægsteknik (Construction Engineering) volumes 1 and 2
- [www.arbejdstilsynet.dk](http://www.arbejdstilsynet.dk) (Working Environment Authority)
- The Social Housing Act
- [www.byggeproces.dk](http://www.byggeproces.dk) (The Building Process)
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- The Danish Competition and Consumer Authority's guides to the public procurement regulations: [kfst.dk](http://kfst.dk)
- Niels Struer Kragelund: Byggejura (Building Law), Erhvervsskolernes Forlag
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- [www.klfu.dk](http://www.klfu.dk) (Tender Complaints Board)

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