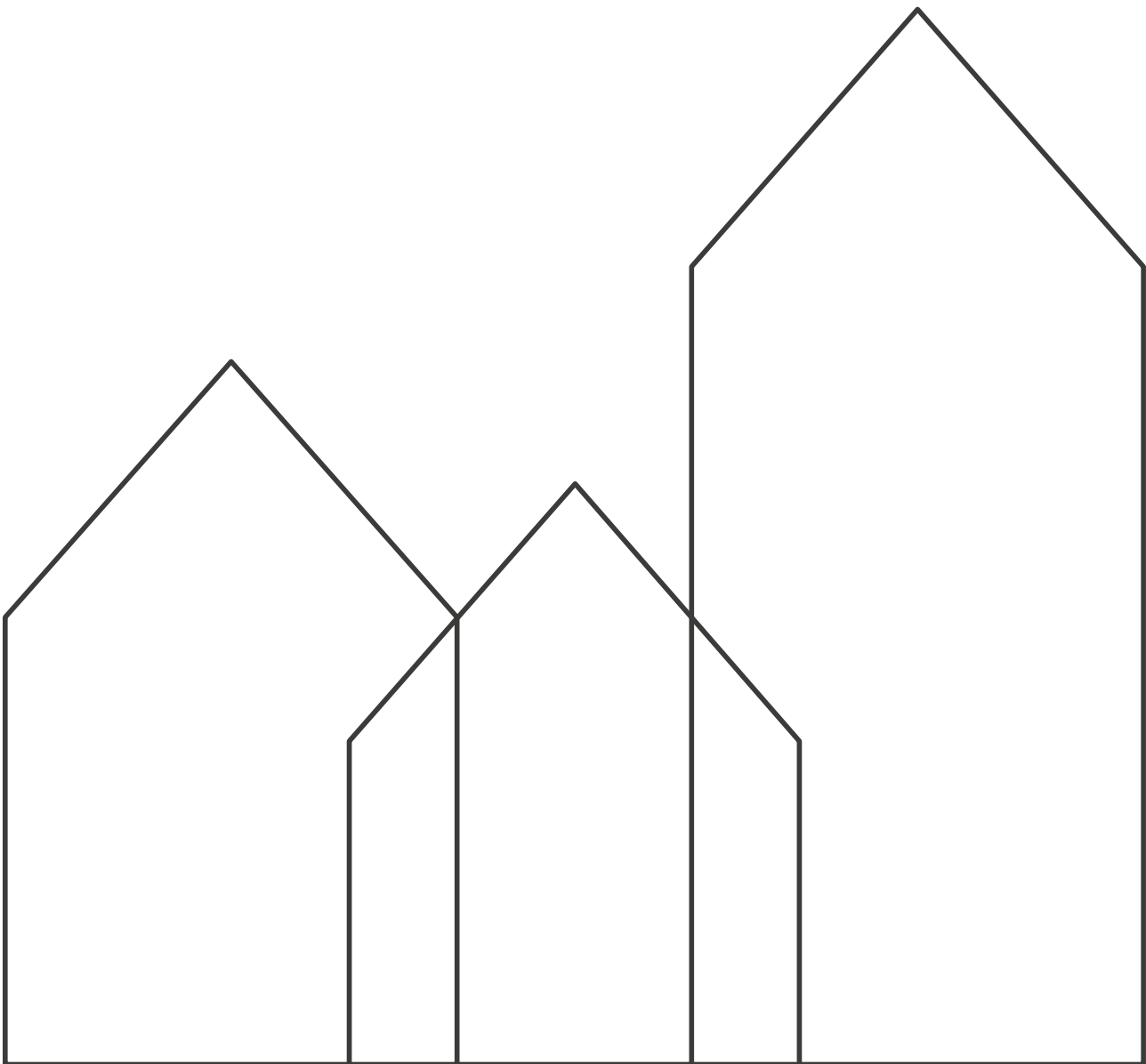


# CURRICULUM

Bachelor's Degree Programme in  
Architectural Technology and  
Construction Management



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## Introduction

This curriculum applies to the Bachelor's Degree Programme in Architectural Technology and Construction Management. It describes the overall organization of the programme, and thus constitutes a planning tool for the institution and a programme guide for the student.

The purpose of the curriculum is to:

- translate the overarching legislation into a common curriculum describing the general conditions governing the programmes;
- ensure uniformity in the programmes;
- ensure that students have the opportunity to move between different educational institutions with full credit transfer
- ensure that the curricula bear a common stamp as regards both form and content.

The curriculum is divided into a national part and an institutional part. The national part describes the subject components common to the Architectural Technology and Construction Management programme wherever in Denmark it is offered. The purpose here is to give the profession a national professional identity. The institutional part contains the descriptors specific to the institution. The institutional part also sets out the regulations applicable only to you as a student on the Architectural Technology and Construction Management programme at VIA University College.

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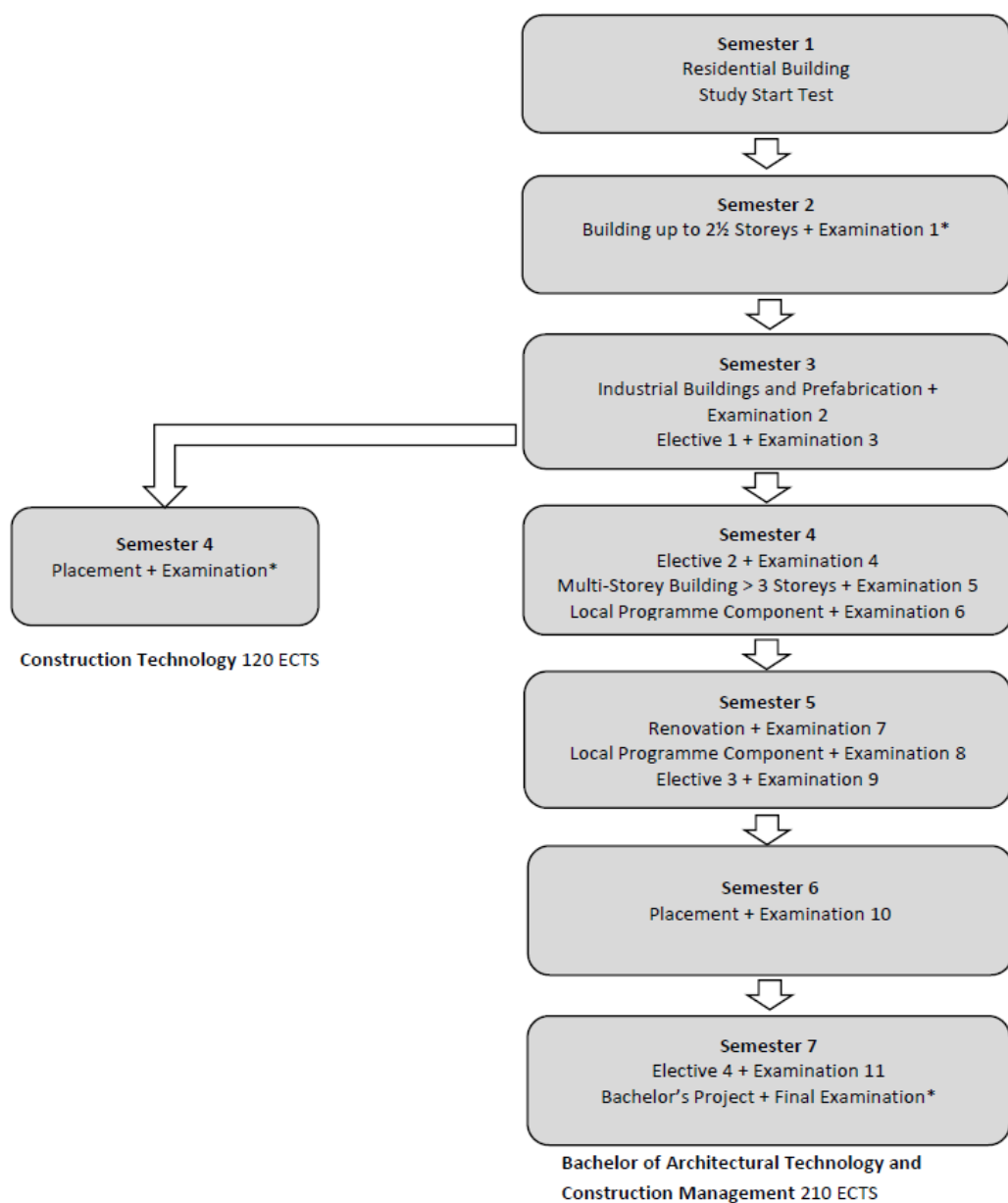
## 1.1 Programme structure

The Architectural Technology and Construction Management programme is of 3½ years' duration and is structured around seven semesters totalling 210 ECTS credits made up of a number of national subject components and elective local subject components, including the placement and the Bachelor's project.

The national subject components are common to all providing institutions in Denmark, while the elective local subject components have been defined by the individual institution itself. Further details of these are set out in the national and institutional parts of the curriculum, respectively.

The programme is also offered in English, the English title being Bachelor of Architectural Technology and Construction Management.

In accordance with the regulations governing the programme (see the Executive Order on Technical and Commercial Academy Profession Degree Programmes and Professional Bachelor's Degree Programmes, and its programme annexe 'Bachelor of Architectural Technology and Construction Management'), the structure of the programme is set out in Figure 1. The AP Degree Programme in Construction Technology and the option of switching to it are described in a separate programme annex and curriculum.



**FIGURE 1: PROGRAMME STRUCTURE**

The ECTS credit distribution of the national and local subject components, placement and Bachelor's project is set out in Figure 2.

Semester 1	Residential Building, 30 ECTS credits	
Semester 2	Building up to 2½ Storeys, 30 ECTS credits	
Semester 3	Industrial Buildings and Prefabrication, 25 ECTS credits	Local subject component, 5 ECTS credits
Semester 4	Local subject component, 10 ECTS credits	Local subject component, 5 ECTS credits
		Multi-storey Residential Building, 15 ECTS credits
Semester 5	Local subject component, 5 ECTS credits	Local subject component, 10 ECTS credits
	Renovation, 15 ECTS credits	
Semester 6	Placement, 30 ECTS credits	
Semester 7	Local subject component, 10 ECTS credits	Bachelor's project, 20 ECTS credits

## FIGURE 2: NATIONAL AND LOCAL SUBJECT COMPONENTS ON THE ARCHITECTURAL TECHNOLOGY AND CONSTRUCTION MANAGEMENT PROGRAMME

As the figure shows, the national subject components are scheduled in Semesters 1-7, while the local subject components are introduced from Semester 3. A local subject component is defined as being either a local programme component or an elective programme component. The academic content of these is specified and described in the institutional part of this curriculum.

The national subject components in the first five semesters are discrete courses which, together with the local subject components, draw on the learning objectives associated with the subject areas of the programme.

The distribution among subject areas and subject components, and the expected student workload, can be seen and gauged from the table on the next page.

**TABLE 1: ECTS RATING OF NATIONAL AND LOCAL SUBJECT COMPONENTS BY SUBJECT AREA**

sem.	National and local subject components	Programme components organized within the <b>subject areas of the programme</b>				Placement	Bachelor's project	ECTS credits
		Organization and Business Understanding	Communication and Collaboration	Production	Project Design			
1	Residential Buildings		10	5	15			30
2	Building up to 2½ Storeys	5	5	10	10			30
3	Industrial Buildings and Prefabrication	5	5	10	5			25
3	EPC (Elective Programme Component)	1		2	2			5
4	Multi-Storey Residential Building Over 3 Storeys		5	5	5			15
4	LPC (Local Programme Component)			2	3			5
4	EPC (Elective Programme Component)	2		4	4			10
5	Renovation			5	10			15
5	LPC (Local Programme Component)			2	3			5
5	EPC (Elective Programme Component)	2		5	3			10
6	Placement					30		30
7	EPC (Elective Programme Component)			5	5			10
7	ATCM Bachelor's project						20	20
	ECTS credits	15	25	55	65	30	20	210
	National subject components	2	5	7	9			
	Local subject components	1		4	4			
	National/local subject components combined	3	5	11	13	6	4	42

The national subject components in the first five semesters are discrete courses. The local subject components draw on the learning objectives of, and carry ECTS credits from, the programme subject areas (160 credits), as shown in Table 1. In addition, learning objectives and ECTS credits are set for the programme's placement (30 credits) and Bachelor's project (20 credits).

## 2. National part of the curriculum

This, the national part of the curriculum for the Bachelor's Degree Programme in Architectural Technology and Construction Management, is issued pursuant to section 18, article 1 of the Executive Order on Technical and Commercial Academy Profession Degree Programmes and Professional Bachelor's Degree Programmes. This curriculum is supplemented by the institutional part of the curriculum, which is set by the individual institution offering the programme.

It has been prepared by the programme network for the Bachelor's Degree Programme in Architectural Technology and Construction Management and for the Academy Profession Degree programmes in Construction Technology, and approved by each provider's Board – or by its Rector acting on authority – after taking advice from the programme committee and chief examiner for the programme at the institutions.

## 2.1 Programme learning outcome objectives

### *Knowledge*

The graduate possesses:

- 1) development-based knowledge and understanding of the principles, theories and methods applied in the profession in the management, project design, planning and execution of complex construction and civil engineering tasks, and is able to reflect on the application of those theories and methods in a variety of situations;
- 2) development-based knowledge of professionally relevant concepts and methods of scientific theory, and of theories and methods of communication for articulating construction industry problems, including digital media both in construction and in professional life generally;
- 3) development-based knowledge of the profession's principles and models for business start-up, operation and organization, and of the social and technological factors affecting the construction process, including issues relating to energy, working environment and sustainability in a local and global perspective; and
- 4) management, social, linguistic, cultural and ethical aspects of the design of construction projects and of collaboration on them.

### *Skills*

The graduate is able to:

- 1) evaluate and apply the methods of management, project design, planning and execution of complex construction and civil engineering tasks relevant to the profession, including relevant digital programs and systems;
- 2) select a relevant method and justify the selection within the field of the profession;
- 3) evaluate, combine and incorporate relevant research knowledge in the solution of complex construction industry problems;
- 4) communicate practice-oriented professional knowledge of construction industry research and development to relevant parties, using relevant media;
- 5) evaluate business and organizational problems; and
- 6) evaluate and understand social and technological factors relating to the design of buildings, including aspects relating to energy, working environment and sustainability.

### *Competencies*

The graduate must be able to:

- 1) take part independently in professional and interdisciplinary collaboration, and assume responsibility within a professional ethical framework;
- 2) manage, project-design, plan and execute complex construction and civil engineering tasks, independently and in collaboration with other professionals;
- 3) identify his or her own knowledge and learning needs, acquire new knowledge and translate it into practice in relation to the profession;

- 4) manage communication between users, clients, consultants, project designers and contractors regarding the technical project design, procurement and execution of complex construction and/or civil engineering tasks;
- 5) handle administrative tasks and project management in the construction/civil engineering field;
- 6) manage social and technological aspects of the design and processing of construction projects; and be competent to
- 7) manage social, cultural and ethical factors in the design and processing of construction projects, and participate in management and collaborative contexts with others of a different educational, linguistic and cultural background.

## 2.2. The programme's five national subject components

### 2.2.1 Residential Building (Semester 1)

#### *Content*

This national subject component consists of an interdisciplinary project working on a specific small residential building.

The subject component comprises 30 ECTS credits and includes the following subject areas:

Communication and Collaboration (10 ECTS credits)

Production (5 ECTS credits)

*Project Design (15 ECTS credits)*

#### *Learning objectives for Residential Building*

##### *Knowledge*

In respect of the *Residential Building* national subject component, the student shall possess development-based knowledge of:

- 1) the relationship between various professional issues, and be able to understand industry practice;
- 2) theories and methods of communication relevant to the exposition of construction industry problems, including digital media;
- 3) tools and standards for documentation and communication;
- 4) the fundamental specialist and technical disciplines of the profession, and associated relevant documentation;
- 5) basic working methodology and an understanding of execution methods for use in planning, collaboration and learning;
- 6) general, applied principles of mathematics and building physics important to the profession;
- 7) elementary statics, energy and installations;
- 8) industry partners and professional areas, and insight into the construction process;
- 9) principles and tools applied in project management of construction and civil engineering production;
- 10) principles and tools applied in surveying, staking out and recording in relation to the field of construction and civil engineering.

##### *Skills*

In respect of the *Residential Building* national subject component, the student shall be able to:



- 1) use data collection, analysis and processing methods and tools;
- 2) use instruments for surveying and staking out, evaluate tolerances and thereby select relevant potential solutions;
- 3) use relevant communication and methods to articulate practice-oriented problems and solutions;
- 4) apply development-based project design and production methods;
- 5) propose and select methods of construction process organization;
- 6) structure the student's own work and that of work groups at an elementary level;
- 7) apply methods and tools to surveying and staking-out tasks.

### *Competencies*

In respect of the *Residential Building* national subject component, the student shall be competent to:

- 1) acquire knowledge, skills and competencies in a structured setting;
- 2) handle practice-oriented technical and administrative tasks;
- 3) manage the relationship between various professional issues;
- 4) take part in professional and interdisciplinary collaboration.

### *ECTS rating*

The Residential Building subject component carries 30 ECTS credits.

### **2.2.2 Building up to 2½ Storeys (Semester 2)**

This subject component consists of an interdisciplinary project working on a specific building of up to 2½ storeys.

The subject component comprises 30 ECTS credits and includes the following subject areas:

Business (5 ECTS credits)

Communications and Collaboration (5 ECTS credits)

Production (10 ECTS credits)

Project Design (10 ECTS credits)

### *Learning objectives for Building up to 2½ Storeys*

#### *Knowledge*

In respect of the *Building up to 2½ Storeys* national subject component, the student shall possess development-based knowledge of:

- 1) the relationship between various professional issues, and be able to understand industry practice;
- 2) communication theories and methods relevant to the exposition of construction industry problems, including digital media;
- 3) tools and standards for documentation and communication;
- 4) the profession's fundamental specialist and technical disciplines, and associated relevant documentation;
- 5) basic working methodology and an understanding of execution methods for use in planning, collaboration and learning;
- 6) relevant environmental, economic, technological and social aspects of the production process;
- 7) principles, methods and regulations applied in business and entrepreneurship;
- 8) fundamentals of statutory rules and contractual relationships;

- 9) production concepts and methods applied in practice;
- 10) the structure of digital building information models containing information relevant to the project design process;
- 11) applied principles, theories, methods and tools for financial management;
- 12) specific production tools used in industry practice.

### *Skills*

In respect of the *Building up to 2½ Storeys* national subject component, the student shall be able to:

- 1) apply data collection, analysis and processing methods and tools;
- 2) communicate practice-orientated problems and solutions to partners and users;
- 3) evaluate theoretical and practice-oriented problems relating to project design, and justify the actions and solutions selected;
- 4) apply professional project design and production methods
- 5) propose and select financial management tools;
- 6) evaluate project and production documentation in connection with quality assurance.

### *Competencies*

In respect of the *Building up to 2½ Storeys* national subject component, the student shall be competent to:

- 1) acquire knowledge, skills and competencies in a structured setting;
- 2) take part in professional and interdisciplinary collaboration, with a professional approach;
- 3) manage the relationship between various professional issues;
- 4) handle development-oriented project design and account for the principles used in execution;
- 5) handle types of procurement procedure, contract and organization.

### *ECTS rating*

The Building up to 2½ Storeys subject component carries 30 ECTS credits.

### **2.2.3 Industrial Buildings and Prefabrication (Semester 3)**

This subject component consists of an interdisciplinary project working on design of industrialized components used in a specific building.

The subject component comprises 25 ECTS credits and includes the following subject areas:

Business (5 ECTS credits)

Communication and Collaboration (5 ECTS credits)

Production (10 ECTS credits)

Project Design (5 ECTS credits)

### *Learning objectives for Industry and Prefabrication*

#### *Knowledge*

In respect of the *Industry and Prefabrication* national subject component, the student shall possess development based knowledge of:

- 1) the relationship between various professional issues, and be able to understand industry practice;

- 2) theories and methods of communication relevant to the exposition of construction industry problems, including digital media;
- 3) tools and standards for documentation and communication;
- 4) industrial production and execution methods in the sector;
- 5) industrial structures, planning and management tools, and be able to understand technical installations and the principles of statics;
- 6) methods of mathematical and physical calculation used in the sector;
- 7) basic principles, theories and methods associated with business financial management and personnel administration, and understand industry practice;
- 8) the structure of statutory rules, and legal method;
- 9) fundamental rules of property law in contract law and compensation law as they relate to practice;
- 10) options for, and rules on, establishing an own business in the sector;
- 11) company and organizational forms in relation to the establishment and running of businesses, and be able to understand strategies and business plans used as the basis for selecting them;
- 12) social, cultural and ethical factors affecting the establishment, running and administration of a company;
- 13) principles, theories and methods applied in project management of construction and civil engineering production in a company or on the construction site;
- 14) digital systems and methods for optimization of data flow in construction and civil engineering projects.

### *Skills*

In respect of the *Industry and Prefabrication* national subject component, the student shall be able to:

- 1) apply data collection, analysis and processing methods and tools;
- 2) communicate practice-oriented problems and solutions to partners and users;
- 3) apply professional project design and production methods;
- 4) propose and select methods and tools for the organization, management, project management, administration and running of a company;
- 5) apply relevant building law and statutory rules relating to business operations and administration;
- 6) apply accounting principles relating to business operations, and propose and select budgeting, accounting and tendering methods and tools in the sector;
- 7) apply industry methods, forms and standard contracts relating to business management, planning and follow-up;
- 8) evaluate practice-oriented problems concerning the legal basis for the conclusion of contracts, and prepare a risk assessment in the company;
- 9) evaluate and apply current, relevant production management and planning methods and tools;
- 10) propose and select digital systems and methods of data flow optimization;
- 11) apply and further develop a building information model to appropriate information levels including attribute data relating to the progress of the project;
- 12) classify structures, building sections and components using a consistent, recognized classification system.

### *Competencies*

In respect of the *Industry and Prefabrication* national subject component, the student shall be competent to:

- 1) acquire knowledge, skills and competencies in a structured setting;
- 2) take part in professional and interdisciplinary collaboration, with a professional approach;
- 3) take part in collaboration on the establishment of a business within the ambit of the profession;
- 4) take on the leadership and management of small businesses in collaboration with others;
- 5) manage the relationship between different professional issues;
- 6) handle development-oriented methods and systems of data flow optimization in professional and interdisciplinary collaboration, with a professional approach.

### *ECTS rating*

The Industry and Prefabrication subject component carries 25 ECTS credits.

### **2.2.4 Multi-Storey Residential Building Over 3 Storeys (Semester 4)**

This subject component consists of an interdisciplinary project working on a specific multi-storey residential building of more than three storeys.

The subject component comprises 15 ECTS credits and includes the following subject areas:

Communication and Collaboration (5 ECTS credits)

Production (5 ECTS credits)

Project Design (5 ECTS credits)

### *Learning objectives for Multi-Storey Residential Building Over 3 Storeys*

#### *Knowledge*

In respect of the *Multi-Storey Residential Building* national subject component, the student shall possess development-based knowledge of:

- 1) applied theory and method, and be able to reflect on practice in the profession;
- 2) the relationship between various professional issues, and be able to reflect on practice in the profession;
- 3) relevant social, environmental, economic and technological aspects of the production process;
- 4) theories and methods of communication relevant to the exposition of construction industry problems, including digital media;
- 5) complex production and execution methods;
- 6) complex structures, planning and management tools, and be able to reflect on technical installations and principles of statics in professional practice;
- 7) principles of scientific theory in the practice of the profession and the subject area.

#### *Skills*

In respect of the *Multi-Storey Residential Building* national subject component, the student shall be able to:

- 1) apply, and be proficient in, data collection, analysis and processing methods and tools;
- 2) communicate practice-oriented and professional problems and solutions to partners and users;
- 3) apply professional project design and production methods and be proficient in the skills associated with planning and management of the production process;
- 4) evaluate practice-oriented problems and justify and select relevant potential solutions;
- 5) translate a chosen management concept into practical planning for project design and production;
- 6) apply and translate analytical and project material to production;

- 7) prepare and apply digital building information models, and transfer and extract data between different information systems and discipline models;
- 8) manage projects independently and in collaboration with other professions, including the ability to communicate professional issues around production to other stakeholders;
- 9) combine and incorporate relevant experience, knowledge and research findings in the solution of production processes;
- 10) analyse and understand complex issues in project design and production processes and, in an interdisciplinary context, take part on collaboration on solutions.

### *Competencies*

In respect of the *Multi-Storey Residential Building* national subject component, the student shall be competent to:

- 1) identify his or her own learning needs and develop his or her own knowledge, skills and competencies;
- 2) manage complex development-oriented situations in a work setting, performing documented analysis of relevant construction sector issues, with appropriate solutions;
- 3) manage the acquired knowledge, and the skills associated with complex structures, planning and management tools, technical installations, the principles of statics, and documentation;
- 4) take part independently in professional and interdisciplinary collaboration, and assume responsibility within a professional ethical framework;
- 5) handle tools, standards and innovative processes in work settings;
- 6) handle data from complex building information models and exchange it between different systems for use in project design and production;
- 7) manage the project design and execution process, taking into account relevant social, environmental, economic and technological aspects;
- 8) create innovative solutions in construction so as to optimize production.

### *ECTS rating*

The Multi-Storey Residential Building Over Three Storeys subject component carries 15 ECTS credits.

### **2.2.5 Renovation (Semester 5)**

The Renovation subject component consists of an interdisciplinary project working on planning and project design of a specific renovation.

The subject component comprises 15 ECTS credits and includes the following subject areas:

Production (5 ECTS credits)

Project Design (10 ECTS credits)

### *Learning objectives for Renovation*

#### *Knowledge*

In respect of the *Renovation* national subject component, the student shall have development-based knowledge of:

- 1) the relationship between various professional issues, and be able to reflect on practice in the profession;
- 2) theories and methods of communication relevant to the exposition of construction industry

- problems, including digital media;
- 3) complex structures, sustainability, planning and management tools, and be able to reflect on technical installations and the principles of statics in professional practice;
  - 4) project design and execution methods, and be able to reflect on their application in professional practice;
  - 5) different energy-efficient renovation and conversion concepts.

### *Skills*

In respect of the *Renovation* national subject component, the student shall be able to:

- 1) apply, and be proficient in, data collection, analysis and processing methods and tools;
- 2) communicate practice-oriented professional issues and solutions to partners and users;
- 3) evaluate and understand social, cultural and ethical factors relating to production;
- 4) evaluate, justify and select theoretical and practice-oriented problems;
- 5) be proficient in documentation and communication tools and standards;
- 6) justify and select sustainable professional project management methods in the project design and production process;
- 7) apply methods of production process planning.

### *Competencies*

In respect of the *Renovation* national subject component, the student shall be competent to:

- 1) identify his or her own knowledge and learning needs proceeding from the knowledge, skills and competencies acquired during the national subject components completed, and be able to translate them into practice as they relate to the profession;
- 2) independently and in collaboration with others, manage complex procurement processes in work settings;
- 3) manage the professional, scheduling, financial and legal aspects of complex construction projects;
- 4) plan, quality-assure and manage production in complex construction and civil engineering tasks, independently and in collaboration with other professions;
- 5) manage communication between users, clients, authorities, consultants and contractors regarding the production of complex construction and civil engineering tasks or building components;
- 6) incorporate relevant social, environmental, economic and technological aspects into the production process;
- 7) manage complex building technology solutions on the basis of a documented analysis of relevant construction industry problems and appropriate solutions;
- 8) lead and manage the project design and production process of a renovation and conversion task, taking into account relevant social, environmental, economic and technological aspects;
- 9) independently take part in professional and interdisciplinary collaboration, and assume responsibility within a professional ethical framework;
- 10) document planning of his or her own work on self-management principles.

### *ECTS rating*

The Renovation subject component carries 15 ECTS credits.

## **2.3 Number of examinations on the national subject components**

The national subject components in the first academic year (Semesters 1 and 2) account for 60 ECTS credits (at

least 45 ECTS credits out of the overall rating of the national subject components of the programme), of which at least 45 ECTS credits are carried by the examination or examinations constituting the Year 1 test.

In addition, there are three examinations (Semesters 3, 4 and 5) on the other national subject components, and one further examination on the Bachelor's project (Semester 7). For the number of examinations on the placement (Semester 6), please see section 3.

For a combined overview of all examinations on the programme, please see the section on examinations in the institutional part of the curriculum, as the national subject components described in this curriculum may be examined together with subject components set out in the institutional part of the curriculum.

## 2.4 Placement

Learning objectives for the placement

### *Knowledge*

The graduate possesses knowledge of:

- 1) the practical work entailed in the profession, in the particular company, and
- 2) the organizational, financial and administrative social and labour conditions obtaining in the particular company.

### *Skills*

The graduate is able to:

- 1) apply and be proficient in the methods and tools of the architectural technologist in relation to relevant employment;
- 2) evaluate theoretical and practice-oriented problems in the placement, justify and select relevant potential solutions; and
- 3) communicate practice-oriented problems and solutions to the host company and stakeholders.

### *Competencies*

The graduate shall be able to:

- 1) manage complex development-oriented issues in work settings and translate them into practice-oriented solutions in the particular company;
- 2) identify his or her own learning needs and develop his or her own knowledge, skills and competencies in relation to practice;
- 3) manage complex development-oriented situations in work settings;
- 4) independently take part in professional and interdisciplinary collaboration, and assume responsibility within a professional ethical framework;
- 5) work on complex professional problems within the ambit of the profession in the particular business; and
- 6) work independently or in collaboration with others on the solution of theoretical and practical tasks in the particular company.

### *ECTS rating*

The placement carries 30 ECTS credits.

### *Number of examinations*

The placement concludes with one examination.

## **2.5 Bachelor's project requirements**

The learning objectives for the Bachelor's project are identical to the programme learning objectives set out above in section 2.1, 'Programme Learning Outcome Objectives'.

The bachelor's project must demonstrate the student's understanding of, and ability to reflect on, practice in the profession and the application of theory and method in relation to a practice-oriented problem. The problem, which must be key to the programme and to the profession, must be formulated by the student, in collaboration with a private- or public-sector company if appropriate. The problem must be approved by the institution.

### *The Bachelor's project examination*

The Bachelor's project concludes the programme in the final semester, when all preceding examinations have been passed. For general information, please see the current Executive Order on Examinations on Vocational Higher Education Programmes and the institutional part of the curriculum.

### *ECTS rating*

The Bachelor's project carries 20 ECTS credits.

### *Examination format*

For general information, please see the current Executive Order on Examinations on Vocational Higher Education Programmes and the institutional part of the curriculum.

## **2.6 Credit transfer regulations**

Successfully completed programme components are equivalent to the corresponding programme components at other educational institutions offering the programme.

The student has an obligation to declare completed programme components from another Danish or foreign higher education programme, or employment, that may be expected to bear transferable credit.

The educational institution approves credit transfer in each individual case on the basis of completed programme components and employment comparable with subjects, programme elements or placement elements.

The decision will be made on the basis of a professional assessment.

In the event of prior approval of a study visit in Denmark or abroad, the student has an obligation, after the study visit has ended, to provide evidence of the programme components completed during the approved study visit.

When prior approval is sought, the student shall give consent that the institution may collect the necessary information after the study visit has ended.

Upon approval in accordance with the above, the programme component shall be regarded as completed, provided that it has been passed according to the regulations governing the programme in question.

## **2.7 Entry into force and transitional arrangements**

The curriculum enters into force on 1 January 2019.

The August 2016 curriculum expires simultaneously.



### 3. Institutional part of the curriculum

The Institutional part consists of the regulations applicable specifically to the Bachelor's Degree Programme in Architectural Technology and Construction Management at VIA University College. These regulations are laid down by VIA University College.

When transferring to or from the Bachelor's Degree Programme in Architectural Technology and Construction Management at VIA University College, it must be anticipated that the institutions are subject to different regulations as set out in the institutional parts of their respective curricula.

Any provision of the programme at VIA University College is subject to the regulations in this curriculum.

The local subject components described as elective programme components (EPCs) and local programme components (LPCs) are organized by the institution in the light of local and regional needs.

The local subject components provides the student with considerable scope to hone his or her professional profile. Several components are so organized that they require students to work actively on identifying their own learning needs and on showing themselves capable of structuring their own learning in a variety of learning environments.

#### 3.1 Elective programme components (EPCs)

As part of the Architectural Technology and Construction Management programme, the student must complete four elective programme components, which form part of the overall provision of local subject components. When in the programme the elective programme components are taught can be seen in Figure 2 in the 'Programme Structure' section.

The elective programme components on the Architectural Technology and Construction Management programme are described in the following section.

##### 3.1.1 Elective programme component, Semester 3

The student must bring to the elective programme component his or her knowledge, skills and competencies acquired from the subject areas of the programme.

##### *Content*

In this elective programme component, the student will work partly within his or her own programme and partly with students from other programmes.

By taking part in creative, innovative and entrepreneurial processes, the student must find a solution to a specific interprofessional challenge formulated by the programme team in collaboration with one or more external partners. The student will be presented with the challenges and choose from among them. Students will be divided into groups according to their chosen challenge.

The work must result in project documentation and a learning reflection one standard page in length.

##### *Learning objectives*

##### *Knowledge*

The graduate possesses knowledge of:

- 1) Selected areas of the tasks, professional skills and responsibilities of his/her own and other

- professions;
- 2) key elements of interdisciplinary professional skills;
- 3) key concepts of creativity, innovation and entrepreneurship.

### *Skills*

The graduate is able to:

- 1) identify particular challenges and opportunities for action in interprofessional collaboration;
- 2) take part in innovative processes in interprofessional settings;
- 3) bring his or her professional knowledge to bear in new, innovative ways.

### *Competencies*

The graduate shall be able to:

- 1) in a manner recognized as appropriate to the task and to the profession, in collaboration with others, select, delimit, analyse and illuminate a specific topic.

### *ECTS rating*

The elective programme component comprises 5 ECTS credits.

### *Examinations*

The elective programme component concludes with one examination (see also under 'Examinations').

### **3.1.2 Elective programme component, Semester 4**

The student must bring to the elective programme component his or her knowledge, skills and competencies acquired from the subject areas of the programme.

### *Content*

The elective programme component is the student's opportunity to tailor the programme towards either project design or project execution, as well as to specialize in an area of his or her choice.

The student must independently write a report based on a topic of his/her choice within the theme of the semester's compulsory programme component.

The student's report writing will be backed up with instruction in Theory of Science and Scientific Method.

### *Learning objectives*

#### *Knowledge*

By the end of the elective programme component, the student shall possess knowledge of:

- 1) the place of structural surveys in the basis on which the building sector operates;
- 2) how to collect and analyse data and describe a specific construction technology topic so that it can be used as the basis for a further technical treatment;
- 3) the most fundamental and relevant concepts in the theory of science.

### *Skills*

By the end of the elective programme component, the student shall be able to:

- 1) use collected data in an analytical (science theory-based) way to illuminate a construction technology topic of his/her choice or to solve a specific construction technology task;
- 2) prepare a structural survey report containing problem statement, data collected (empirical basis), analysis and interpretations, argumentation and conclusion together with any specific proposed solution;
- 3) advocate data collection methods, apply them and reflect on their relevance in a given context;
- 4) produce scientific reports using comprehensible written language.

### *Competencies*

By the end of the elective programme component, the student shall be competent to:

- 1) independently and in a manner recognized as appropriate to the task and to the profession, select, delimit, analyse and illuminate a construction technology topic relating to the theme of the semester.

### *ECTS rating*

The elective programme component comprises 10 ECTS credits.

### *Examination*

The elective programme component concludes with one examination (see also under 'Examinations').

## **3.1.3 Elective programme component, Semester5**

The student must bring to the elective programme component his or her knowledge, skills and competencies acquired from the subject areas of the programme.

### *Content*

The elective programme component is the student's opportunity to tailor the programme towards either project design or project execution, as well as to specialize in an area of his or her choice.

The student may arrange the elective programme component as preferred, either devoting the whole period to one course or combining the course with a short project; see examples under the section on study route C.

The work must result in a set of project documentation.

### *Learning objectives*

#### *Study route A:Project Design*

##### *Knowledge*

By the end of the elective programme component, the student shall possess knowledge of:

- 1) preparation of tender documents for a renovation project at procurement project level.

##### *Skills*

By the end of the elective programme component, the student shall be able to:

- 1) prepare a procurement project;
- 2) analyse materials in older buildings;
- 3) analyse and select healthy materials and justify and document the choice of materials.

### *Competencies*

By the end of the elective programme component, the student shall be competent to:

- 1) independently and in a manner recognized as appropriate to the task and to the profession, select, delimit, analyse and illuminate a construction technology topic related to the theme of the semester.

### *Study route B: Project Execution*

#### *Knowledge*

By the end of the elective programme component, the student shall possess knowledge of:

- 1) the construction process in renovation projects;
- 2) construction management as a main contractor, with a focus on own production.

#### *Skills*

By the end of the elective programme component, the student shall be able to:

- 1) perform construction management in connection with a building renovation project.

### *Competencies*

By the end of the elective programme component, the student shall be competent to:

- 1) independently and in a manner recognized as appropriate to the task and to the profession, select, delimit, analyse and illuminate a construction technology topic related to the theme of the semester.

### *Study direction C: Special Interprofessional Route*

The short project can act as a preparatory study or field study for the subsequent study. It may be, but is not limited to:

- 1) IP Programme (Intensive Programme): typically, a two-week project period, part-funded by the EU. Small groups of students from several European universities take part in a joint project. Only 5-7 VIA students can normally take part in a given IP Programme.
- 2) Study visit/university collaboration: a workshop in China focusing on energy renovation, for example.
- 3) Local renovation projects: typically consist of projects for which local authorities or other stakeholders have invited the Architectural Technology and Construction Management programme to prepare proposals.
- 4) Special investigation: e.g. an investigation/analysis of a construction technology or civil engineering topic.

#### *Knowledge*

The graduate possesses knowledge of:

- 1) the relationship between the particular route and the overarching theme of the semester;
- 2) particular knowledge areas within interprofessional areas.

### *Skills*

The graduate shall be able to:

- 1) evaluate theoretical and practical issues relating to the particular project and to justify and select relevant solution options;
- 2) communicate professional issues relating to the particular project.

### *Competencies*

The graduate shall be able to:

- 1) identify his or her own learning needs and structure his or her own learning in a variety of learning environments;
- 2) independently take part in professional and interdisciplinary collaboration.

### *ECTS rating*

The elective programme component comprises 10 ECTS credits.

### *Examinations*

The elective component concludes with one examination (see also under 'Examinations').

### **3.1.4 Elective programme component, Semester 7**

The student must bring to the elective programme component his or her knowledge, skills and competencies acquired from the core areas of the programme.

### *Content*

The elective programme component is the student's opportunity to tailor the programme towards either project design or project execution, as well as to specialize in an area of his or her choice.

The student must independently prepare a project or a written report based on a topic of his or her choice relevant to the profession.

The elective programme component may be combined with the final examination project.

### *Learning objectives*

#### *Knowledge*

The graduate possesses knowledge of:

- 1) how structural surveys are prepared and their place in the basis on which the building sector operates;
- 2) how data on a specific construction technology topic is collected, analysed and processed so that it can be used as the basis for further technical treatment;
- 3) the most relevant concepts in theory of science.

#### *Skills*

The graduate is able to:

- 1) use collected data in an analytical (science theory-based) way to illuminate a construction

- technology topic of his/her choice or to solve a specific construction technology task;
- 2) prepare a structural survey containing problem statement, data collected (empirical basis), analysis and interpretations, argumentation and conclusion together with any specific proposed solution;
  - 3) argue for data collection methods, apply them and reflect on their relevance in a given context;
  - 4) produce scientific reports using comprehensible written language.

### *Competencies*

The graduate shall be able to:

- 1) independently and in a manner recognized as appropriate to the task and to the profession, select, delimit, analyse and illuminate a construction technology topic relating to the theme of the semester.

### *ECTS rating*

The elective programme component comprises 10 ECTS credits.

### *Examinations*

The elective programme component concludes with one examination (see also under 'Examinations').

## **3.2 Local programme components (LPCs)**

As part of the Architectural Technology and Construction Management programme, the student must complete two local programme components, which form part of the overall provision of local subject components. When in the programme the local programme components are taught can be seen in Figure 2 in the 'Programme Structure' section.

The local programme components are each worth 5 ECTS credits.

### **3.2.1 Build 4.0**

The student must bring to the elective programme component his or her knowledge acquired from the subject areas of the programme.

The local programme component in Semesters 4 and 5 gives the student the opportunity to work on a Build 4.0-related topic chosen by the student himself or herself within the compulsory theme of the semester and the national subject component for the semester (Production and Project Design).

Build 4.0 is the construction industry's version of the fourth industrial revolution; it refers to digital technologies, tools and methods to promote optimization of construction through automation. Build4.0 thus encompasses the use of new technology and digitalization in the construction and civil engineering sector.

### *Content*

The elective programme component is the student's opportunity to obtain an educational emphasis on Build 4.0-associated tools and methods within either project design or project execution.

The Build 4.0 LPC runs in parallel with the compulsory programme component and is integrated into the same case. The knowledge and skills acquired are thus implemented in the compulsory programme component of the semester.

The choice of LPC must be made, in the form of a draft problem statement, before beginning the compulsory

programme component. The problem statement must also include a reflection on how Build 4.0 will be integrated into the case used in the compulsory programme component. The problem statement is to be approved by the teacher at the outset of the course and expanded into a synopsis during the project.

The synopsis must also include a reflection on how Build 4.0 will be integrated into the case used in the compulsory programme component.

The student will be able to extend his or her knowledge, skills and competencies within subcomponents such as:

- **Recording** with digital tools such as scanning, photogrammetry and data processing;
- **Visualization and Communication** using tools such as Virtual Reality (VR) and Augmented Reality (AR), and digital production technologies such as 3D printing and laser cutting.
- **Extended BIM Project Design**, e.g. coordination, structuring, IFC, relevant project platforms, complex 3D building components and relevant methods associated with other subject areas such as sustainability or renovation;
- **Virtual Design & Construction**: the use of building and site simulation, digital tools etc. for quality assurance and documentation;
- **Automation, Coding and Big Data**: e.g. visual programming, automated construction processes such as robots, and the Internet of Things in operation and maintenance.

## *Learning objectives*

### *Knowledge*

The student shall possess development-based knowledge of the following within the theme of the LPC:

- 1) the form and content of a synopsis (and of how it can form part of the basis on which the construction sector operates);
- 2) the relationship between general practice and problems;
- 3) applied theories and methods;
- 4) tools and standards;
- 5) professional and technical disciplines;
- 6) typical work methodologies and execution methods;
- 7) the parties in the sector;
- 8) aspects of management, planning and coordination.

### *Skills*

In relation to the theme of the LPC, the student shall be able to:

- 1) apply relevant theories and methods;
- 2) apply information and data processing methods and tools such as data collection, building information, visualization, simulation, documentation or digital production technologies;
- 3) communicate practice-oriented professional problems and solutions.

### *Competencies*

Within the theme of the LPC, the student shall be competent to:

- 1) incorporate the knowledge and skills acquired into a problem-focused piece of project work;
- 2) describe the principles of the quality, financial and process-oriented aspects of Build 4.0;
- 3) assess the integration of Build 4.0 into the case used in the compulsory programme component,

- including relevance and value;
- 4) Contextualize a future development of construction in Denmark characterized by Build 4.0.

### *ECTS rating*

The Build 4.0 local programme component comprises 5 ECTS credits.

### *Examinations*

The synopsis must be submitted two weeks prior to the conclusion of the project. The synopsis and project documentation associated with the elective will be awarded an independent mark.

Weight will be attached in marking to the student's demonstration of understanding of the Build 4.0 topic and to how it is incorporated into the project.

Marking will include a judgement of the extent to which the learning objectives for knowledge, skills and competencies have been attained.

### **3.2.2 Sustainable Building**

The student must bring to the elective programme component his or her knowledge acquired from the subject areas of the programme.

The local programme component in Semesters 4/5 provides the opportunity to work on a sustainability topic chosen from within the compulsory subject component of the semester.

### *Content*

This local programme component is the student's opportunity to gain an educational specialization in sustainable building within either project design or project execution.

The student will attain a deeper understanding of sustainability both as a concept and terms of its significance for each specific building project. Taking a holistic approach, the teaching will adopt both a global and a local perspective. The teaching aims to make the student aware of the challenges presented by the phenomenon from a conversion and development point of view.

The student must prepare a synopsis describing sustainable building in the local area. The synopsis must also contain a reflection on how this sustainable building should be integrated into the compulsory programme component.

The knowledge and skills acquired will be implemented in the compulsory subject component of the semester.

### *Learning objectives*

#### *Knowledge*

The graduate possesses knowledge of:

- 1) the form and content of a synopsis (and of how it can form part of the basis on which the construction sector operates);
- 2) the concept of sustainability globally and locally, including, for example, the three dimensions of the environment, economy and society;
- 3) technological, organizational and values-related challenges within his or her chosen key area (e.g. project design or execution);



- 4) evaluation methods and tools;
- 5) Earlier perspectives (from 1970 to the present day) in Denmark.

### *Skills*

The graduate is able to:

- 1) apply data collection and analysis methods and tools;
- 2) understand and evaluate relevant social, environmental, economic and technological aspects;
- 3) understand and evaluate national and local sustainability strategies and their impact on projects;
- 4) propose targets for a sustainable building project within the selected area and evaluate the advantages and disadvantages of different targets, strategies and technologies;
- 5) assess the constraints and challenges of practical implementation, and ensure that sustainability is maintained in projects.
- 6) Reflect on sustainability at global, national and local levels.

### *Competencies*

The graduate shall be able to:

- 1) incorporate the knowledge and skills acquired into a problem-focused piece of project work;
- 2) describe core values relating to the social, economic and environmental aspects of sustainability nationally and locally;
- 3) evaluate the sustainability value and relevance of a project (his or her own);
- 4) contextualize a future sustainable development of building in Denmark.

### *ECTS rating*

The Sustainable Building programme component comprises 5 ECTS credits.

#### **3.2.3 Examinations**

The synopsis must be submitted two weeks prior to the conclusion of the project. The synopsis and project documentation associated with the elective will be awarded an independent mark.

Weight will be attached in marking to the student's demonstration of understanding of the sustainable building topic and to how it is incorporated into the project.

Marking will include a judgement of the extent to which the learning objectives for knowledge, skills and competencies have been attained.

#### **3.2.4 Energy**

The student must bring to the elective programme component his or her knowledge acquired from the subject areas of the programme.

The local programme component in Semesters 4/5 provides the opportunity to work on an energy-related topic chosen from within the compulsory subject component of the semester.

Energy runs in parallel with the compulsory programme component and is integrated into the same case. The knowledge and skills acquired are thus implemented in the compulsory programme component of the semester.

## *Format*

The format is self-study, possibly with individual presentations and supporting supervision as the work proceeds.

## *Content*

The local programme component is the student's opportunity to gain an educational specialization in energy and building within either project design or project execution.

The local programme component is the student's opportunity to gain an educational specialization in sustainable building within either project design or project execution.

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

The choice of LPC must be made, in the form of a draft problem statement, before beginning the compulsory programme component. The problem statement is to be approved by the teacher at the outset of the course. The problem statement is to be expanded into a synopsis during the project.

The synopsis must also include a reflection on how Energy will be integrated into the case used in the compulsory programme component.

On the basis of the energy requirements of the Building Code, which are part of the compulsory subject component, specific topics may include but are not limited to:

- calculation of energy consumption in new or existing buildings;
- building services engineering designs affecting buildings' energy needs and/or consumption;
- energy consumption during the construction or subsequent operation of buildings;
- lighting engineering factors such as daylight and artificial lighting, taking window design and orientation into account.

The knowledge and skills gained will be implemented in the compulsory subject component of the semester.

## *Learning objectives*

### *Knowledge*

In respect of the local programme component, the graduate possesses knowledge of:

- 1) the form and content of a synopsis (and of how it can form part of the basis on which the construction sector operates);
- 2) a deeper understanding of energy solutions and/or improvements in the requirements of the Building Code regarding Energy Consumption and Energy Supply Systems;
- 3) knowledge and understanding of the tools used to demonstrate energy needs and consumption;
- 4) deeper knowledge of the effect of building design on actual energy needs;
- 5) knowledge of Danish and/or international political energy objectives in the construction sector;
- 6) insight into the effect of user behaviour on the selected systems and solutions, including the assessment of the applicability of measures to the project in question.

### *Skills*

The graduate is able to:

- 1) apply data collection and analysis methods and tools;
- 2) translate client wishes into the particular semester project;
- 3) advocate and discuss the selected energy solutions;
- 4) estimate calculations for the selected energy solutions and assess their validity.

### *Competencies*

The graduate shall be able to:

- 1) incorporate the knowledge and skills acquired into a problem-focused piece of project work;
- 2) document and integrate energy solutions and improvements at project proposal level;
- 3) contextualize a future development of energy technology in the construction sector in Denmark.

### *ECTS rating*

The Sustainable Building local programme component comprises 5 ECTS credits.

### *Examination*

The synopsis must be submitted two weeks prior to the conclusion of the project. The synopsis and project documentation associated with the elective will be awarded an independent mark.

Weight will be attached in marking to the student's demonstration of understanding of the Energy in Construction topic and to how it is incorporated into the project.

Marking will include a judgement of the extent to which the learning objectives for knowledge, skills and competencies have been attained.

### **3.2.5 Credit transfer for elective and local programme components (local subject components)**

Successfully completed programme components are equivalent to the corresponding programme components at another educational institution offering the programme in Denmark.

The duty of disclosure and the regulations on automatic application for credit for programme components completed and/or passed at at least the same level (compulsory credit transfer), as laid down in the Executive Order on Admissions and the Executive Order on Academy Profession and Professional Bachelor's Degree Programmes, apply equally to elective and local programme components on the Bachelor's Degree Programme in Architectural Technology and Construction Management.

Credit will be awarded for elective and local programme components following a professional assessment as to whether the programme attended is comparable in terms of content and level with one or more elective or local programme components.

The credit transfer application must be submitted to the Student Advisor for the programme no later than 14 days prior to the beginning of the programme component.

The application must include the following:

- 1) full name of applicant,
- 2) applicant's CPR (social security) number,
- 3) the programme component for which credit is sought,
- 4) evidence that the applicant has gained knowledge, skills and competencies equivalent to the content of the programme component.

### 3.2.6 Sequence of programme components and placement, including examinations

The Bachelor's Degree Programme in Architectural Technology and Construction Management is organized as an ordinary full-time higher education programme. For students completing the programme without an individually arranged pathway, the programme, including examinations, will proceed as shown in the figure below.

Semester 1 Residential Building Induction Test	'Learning to Learn'
Semester 2 Building up to 2½ Storeys + Examination 1*	
Semester 3 Industrial Buildings and Prefabrication + Examination 2 Elective 1 + Examination 3	'Professionalization'
Semester 4 Elective 2 + Examination 4 Multi-Storey Building > 3 Storeys + Examination 5 Local Programme Component + Examination 6	
Semester 5 Renovation + Examination 7 Local Programme Component + Examination 8 Elective 3 + Examination 9	
Semester 6 Placement + Examination 10	'Placement and Transition to Work'
Semester 7 Elective 4 + Examination 11 Bachelor's Project + Final Examination*	
Note: * indicates external examiner in attendance	

**FIGURE 3: SEQUENCE OF PROGRAMME COMPONENTS AND EXAMINATIONS SHOWING PEDAGOGICAL LEARNING ENVIRONMENTS**

The focus in the early semesters is on the student's learning to study in a higher education setting while also acquiring professional knowledge. This segment concludes with the Year 1 test, which is also a compulsory-pass test. In the following semesters, the student works in increasingly complex contexts on professionalizing his/her academic profile, while the final semesters revolve around the placement and the transition to work.

### 3.3 Parts of the programme that may be attended abroad (exchange scheme)

The following semesters may be attended abroad on application to and by agreement with the Architectural Technology and Construction Management Programme, VIA University College:

- Semester 3
- Semester 4
- Semester 5
- Semester 6
- Semester 7.

Applications to attend programme components abroad must be lodged through VIA's online registration system, MoveOn, no later than 20 March (for the autumn semester) or 20 September (for the spring semester).

The applicant must use the appropriate application form (available on Studienet) to provide:

- 5) personal details,
- 6) emergency contact details,
- 7) educational background and desired study visit,
- 8) language skills,
- 9) special requirements.

The applicant must also upload a transcript of records in English, a copy of his/her passport or other picture ID, a copy of the blue health insurance certificate, language test certificate (if any), covering letter (if any) and CV (if any).

By default, the student must have attained a mark of at least 7 in the preceding semester in order to be approved for an exchange visit. Should a student wish to go on exchange for more than one semester, this must be approved by the Programme Director on the basis of an individual application.

Applications to go on placement abroad must be lodged through VIA's online registration system, Praktikportalen (the Placement Portal) no later than the end of teaching week 16 of the semester preceding the placement.

The application must supply the following details:

- 1) the company (name, address, postcode, city, email address, telephone number, country);
- 2) the specific placement (address, city, postcode, start and end dates, personal learning objectives);
- 3) the contact person/placement supervisor at the company (first name, surname, email address).

### 3.4 The placement

In order to complete the placement, the student must achieve the goals set out in the placement agreement.

The placement venue and the trainee's personal learning objectives will be considered approved once the placement coordinator or the appointed member of University College teaching staff has approved the placement agreement prepared on the Placement Portal by the student and the placement host company.

#### *The trainee is responsible for:*

- 10) establishing contact with the placement venue and concluding a placement agreement well in advance of the placement period (this includes formulating specific learning objectives);
- 11) drawing up a placement learning plan in collaboration with the host company;
- 12) keeping a **logbook** of his or her placement;
- 13) preparing three placement **reports**.

Architectural Technology and Construction Management programme staff can assist the trainee with the above.

**The logbook** must contain a short description of the theoretical and practical tasks solved by the trainee each week, either independently or in collaboration with others, and brief reflection on the learning achieved in solving the tasks set during the placement.

**The placement reports** must document the student's ability to identify his or her own learning needs and to structure them in the learning environment represented by the placement.

The first report (a maximum of three A4 pages) must include:

- 1) a reasoned description of the trainee's personal learning objectives for the placement;
- 2) a description of the placement company (or department if appropriate) and its areas of work;
- 3) a description of the architectural technologist's duties and responsibilities with particular reference to distinguishing features of the architectural technologist's role in relation to other professions in the sector (professions that the trainee has had dealings with during the placement).

The second report (no more than three A4 pages) must include:

- 1) an account describing how the trainee has worked towards the personal learning objectives during the placement, and assess the outcome;
- 2) an account of, and reflection on, on a problem that the trainee has encountered at the placement venue and which is relevant to the trainee's personal learning objectives;
- 3) a prospective consideration of the Semester 7 elective and Bachelor's project.

The third report (a maximum of three A4 pages) must include:

- 1) reflections as to whether the programme has enabled the trainee to attain the necessary competencies enabling him or her to carry out the tasks set;
- 2) reflections as to whether the trainee has succeeded in meeting his or her personal learning objectives during the placement;
- 3) details of the trainee's choice of topic for the elective programme component, optionally in collaboration with the placement venue.

In addition, format requirements applicable to the reports are described in a later section.

Attendance is a requirement throughout the placement period.

It is a pre-requisite for the final assessment of the placement that it reflects a volume of work equal to 30 ECTS credits distributed over a 20-week period. Should the placement be interrupted before the end date and without the student meeting the goals set out in the placement agreement, the student must complete the placement in a new placement period and under a new placement agreement. This procedure may entail the student losing his or her right to a maintenance grant during the placement and/or for the remainder of the programme.

### *The role of the placement venue*

It is the responsibility of the placement venue to ensure that the requisite conditions are met to enable a placement student to meet the goals of the placement.

The placement venue is expected to:

- 1) be familiar with the programme and the duties of an architectural technologist;
- 2) be an environment relevant to construction technology;
- 3) offer the trainee the requisite coaching, guidance and feedback;
- 4) have an owner or personnel with professionally relevant competencies (e.g. architectural technologists, architects or engineers);
- 5) conclude a written placement agreement, describing the learning objectives, with the student;
- 6) draw up a learning plan in collaboration with the trainee;
- 7) ensure that the trainee is subject to the same working environment, insurance and health and safety conditions as apply to the company's other employees;
- 8) appoint a person to be the trainee's placement supervisor, who will take part in the written evaluation of the placement for programme quality assurance and quality development purposes.

The placement venue must ensure that a placement student works to fulfil the placement goals in an appropriate manner. In collaboration with a member of the programme teaching staff at the University College, the venue may make contact with a placement student who in the opinion of the venue will be unable to meet the placement goals or is not working appropriately to meet the goals, with a view to providing guidance to the student.

It is not the job of the placement host company to assess whether a trainee will be suited to working as an architectural technologist after completing the programme.

The host company undertakes not to terminate a student's placement at the institution without first approaching the Architectural Technology and Construction Management programme team at VIA University College to resolve a conflict or an issue arising between the student and the placement host.

### 3.5 Examinations

On the Architectural Technology and Construction Management programme, examinations are held in Danish or in English by agreement between the student and the programme. In the Bachelor's project, the student's spelling and powers of expression will be taken into account as a minor part of the marking scheme.

#### *Special examination conditions*

Where students have a need for special examination conditions for reasons of health, language difficulties or similar, the Architectural Technology and Construction Management programme will offer these conditions in order to ensure equality between these students and those who do not need special examination conditions.

Special examination conditions will be offered to each student individually on application and on the basis of a specific assessment as to whether, and to what extent, the special conditions are needed. Special examination conditions must ensure only that the students concerned have the same opportunity to complete the examination satisfactorily as those without a need for special conditions. The provision of special examination conditions must not affect the examination standard or attainment requirements.

Applications for special examination conditions must be submitted to the Student Advisor for the programme no later than one month prior to the examination.

The application must state:

- 14) full name of applicant,
- 15) applicant's student number,
- 16) the examination for which special conditions are being requested and their extent,
- 17) the reason for needing special examination conditions.

### *The examinations*

Examinations on the Architectural Technology and Construction Management programme are linked to the learning objectives for one or more programme components. The component(s) linked with the examinations are set out in the table below, with further details under the description of each examination.

Examination	Material to be examined
Induction test	The student's participation in the initial phase of the programme
Examination 1* (Year 1 test)	Project work on Building up to 2½ Storeys, plus Portfolio
Examination 2	Project work on Industry and Prefabrication, plus Portfolio
Examination 3	Presentation of, and project work on, Elective 1
Examination 4	Presentation of, and project work on, Elective 2
Examination 5	Project work on Multi-Storey Building > 3 Storeys, plus Portfolio
Examination 6	Presentation of synopsis or problem statement and the use made of it in connection with the semester's project work
Examination 7	Project work on Renovation
Examination 8	Presentation of synopsis or problem statement and the use made of it in connection with the semester's project work
Examination 9	Project documentation from Elective 3
Examination 10	Logbook and three reports
Examination 11	Project work/report from Elective 4
Final examination*	Bachelor's project

Note: \* indicates external examiner in attendance

**TABLE 2: Examinations and the material examined**

Embarking on a programme component associated with one or more examinations also constitutes automatic enrolment on the associated examination(s). Enrolment (including automatic enrolment) on an examination also consumes one examination attempt. In accordance with the Executive Order on Examinations, it is not possible to de-enrol from an examination in cases other than those covered by Section 7 of the Executive Order.

### *Induction test*

The Architectural Technology and Construction Management programme includes an induction test held within



2 months of commencement of study.

The induction test takes the form of a written examination on the academic content of the introductory study period and an oral examination focusing on motivation. The motivation interview may include evidence of spot checks on attendance, participation, submission of work and teacher observations (details to be advised). The test will be awarded a combined pass/fail mark without the participation of examiners.

The purpose of the test is to show whether you, the student, have truly embarked on the programme.

The Architectural Technology and Construction Management programme also emphasizes that the induction test should support students embarking on the programme in getting their studies off to a sound start.

Resits are held as per the original test after a brief interval.

Resits take place within 3 months of commencement of study. The induction test is not covered by the regulations on complaints about examinations, whether in this curriculum or in the Executive Order on Examinations on Vocational Higher Education Programmes.

Should a student not have passed the induction test after two attempts, he or she will be disenrolled from the programme in accordance with the regulations in the Executive Order on Admissions to Academy Profession and Professional Bachelor's Degree Programmes.

Parts of the assessment basis of the induction test may be used in compiling student numbers at the start of the academic year.

### 3.5.1 Examination 1

This examination tests the learning objectives for the *Residential Building* and *Building up to 2½ Storeys* national programme components.

The examination is based on the project work on *Building up to 2½ Storeys*, and a Portfolio. It is a pre-requisite for sitting the examination that the examinable material has been submitted within the deadline. Format requirements are described below; see Section 3.7.17.

It is also a pre-requisite for sitting the examination that study activity requirements and any attendance requirement have been met; see the section on study activity for more on this.

The examination takes the form of a group oral examination. The examination is marked individually.

The examination is marked on the 7-point scale with an external examiner present.

Resits are held individually, but in other respects as per the original test, after a brief interval giving the student the opportunity to improve the examinable material.

The examination is also the Year 1 test; see the separate description of this in Section 3.7.13.

### 3.5.2 Examination 2

This examination tests the learning objectives for the *Industry and Prefabrication* national subject component.

The examination is based on the project work on *Industry and Prefabrication*, and a Portfolio. It is a pre-requisite for sitting the examination that the examinable material has been submitted within the deadline. Format requirements are described below; see Section 3.7.17.

It is also a pre-requisite for sitting the examination that study activity requirements and any attendance requirement have been met; see the section on study activity for more on this.

The examination takes the form of a group oral examination. The examination is marked individually.

The examination is marked on the 7-point scale with no external examiner or second assessor present.

Resits are held individually, but in other respects as per the original test, after a brief interval giving the student the opportunity to improve the examinable material.

### 3.5.3 Examination 3

In this examination, the learning objectives of Elective 1 are assessed.

The examination is based on a presentation of, and project work on, elective programme component No. 1, and on a learning reflection one standard page in length. It is a pre-requisite for the assessment that the examinable material has been submitted within the deadline. Format requirements are described below; see Section 3.7.17.

It is also a pre-requisite for sitting the examination that study activity requirements and any attendance requirement have been met; see the section on study activity for more on this.

The examination takes the form of a group oral examination. The examination is marked individually.

The examination is marked on the 7-point scale with no external examiner or second assessor present.

Resits are held individually, but in other respects as per the original test, after a brief interval giving the student the opportunity to improve the examinable material.

### 3.5.4 Examination 4

In this examination, the learning objectives for Elective 2 are assessed.

The examination is based on the report on elective programme component No. 2. It is a pre-requisite for the assessment that the examinable material has been submitted within the deadline. Format requirements are described below; see Section 3.7.17.

It is also a pre-requisite for sitting the examination that study activity requirements and any attendance requirement have been met; see the section on study activity for more on this.

The examination takes the form of an individual written test. The examination is marked individually.

The examination is marked on the 7-point scale with no external examiner or second assessor present.

Resits are held as per the original test after a brief interval giving the student the opportunity to improve the examinable material.

### 3.5.5 Examination 5

This examination tests the learning objectives for the Multi-Storey Building > 3 Storeys national subject component.

The examination is based on the project work on Multi-Storey Building > 3 Storeys, and a Portfolio. It is a pre-requisite for sitting the examination that the examinable material has been submitted within the deadline. Format requirements are described below; see Section 3.7.17.

It is also a pre-requisite for sitting the examination that study activity requirements and any attendance requirement have been met; see the section on study activity for more on this.

The examination takes the form of a group oral examination. The examination is marked individually.

The examination is marked on the 7-point scale with no external examiner or second assessor present.

Resits are held individually, but in other respects as per the original test, after a brief interval giving the student the opportunity to improve the examinable material.

### 3.5.6 Examination 6

The examination assesses the learning objectives for the selected local programme component.

The examination is based on a written synopsis supporting an oral presentation on the selected theme and the national subject component (the semester theme).

It is a pre-requisite for the assessment that the examinable material has been submitted within the deadline. Format requirements are described below; see Section 3.7.17.

It is also a pre-requisite for sitting the examination that study activity requirements and any attendance requirement have been met; see the section on study activity for more on this.

The examination takes the form of a group oral examination. The examination is marked individually.

The examination is marked on the 7-point scale with no external examiner or second assessor present.

Resits are held individually, but in other respects as per the original test, after a brief interval giving the student the opportunity to improve the examinable material.

### 3.5.7 Examination 7

The examination tests the learning objectives for the Renovation national subject component.

The examination is based on the project work on Renovation. It is a pre-requisite for sitting the examination that the examinable material has been submitted within the deadline. Format requirements are described below; see Section 3.7.17.

It is also a pre-requisite for sitting the examination that study activity requirements and any attendance requirement have been met; see the section on study activity for more on this.

The examination takes the form of a group oral examination. The examination is marked individually.

The examination is marked on the 7-point scale with no external examiner or second assessor present.

Resits are held individually, but in other respects as per the original test, after a brief interval giving the student the opportunity to improve the examinable material.

### 3.5.8 Examination 8

In this examination, the learning objectives for the chosen local programme component are assessed.

The examination is based on a written synopsis supporting an oral presentation of the selected theme and the national subject component (the semester theme).

It is a pre-requisite for the assessment that the examinable material has been submitted within the deadline.

Format requirements are described below; see Section 3.7.17.

It is also a pre-requisite for sitting the examination that study activity requirements and any attendance requirement have been met; see the section on study activity for more on this.

The examination takes the form of a group oral examination. The examination is marked individually.

The examination is marked on the 7-point scale with no external examiner or second assessor present.

Resits are held individually, but in other respects as per the original test, after a brief interval giving the student the opportunity to improve the examinable material.

### 3.5.9 Examination 9

In this examination, the learning objectives for Elective 3 are assessed.

The examination is based on the project documentation from elective programme component No. 3. It is a pre-requisite for the assessment that the examinable material has been submitted within the deadline. Format requirements are described below; see Section 3.7.17.

It is also a pre-requisite for sitting the examination that study activity requirements and any attendance requirement have been met; see the section on study activity for more on this.

The examination takes the form of a group oral examination. The examination is marked individually. The individual student's contribution to the examinable material must be clearly evident.

The examination is marked on the 7-point scale with no external examiner or second assessor present.

Resits are held as per the original test after a brief interval giving the student the opportunity to improve the examinable material.

### 3.5.10 Examination 10

In this examination, the learning objectives for the placement are assessed.

The examination is based on the logbook and three reports prepared on the basis of the placement. It is a pre-requisite for the assessment that the examinable material has been submitted in its entirety within the deadline. Format requirements are described below; see Section 3.7.17.

It is also a pre-requisite for sitting the examination that study activity requirements and any attendance requirement have been met; see the sections on the placement and study activity for more on this.

The parts of the examination are weighted as follows in the combined mark awarded for the exam:

- Logbook: 40%
- Report 1: 20%
- Report 2: 20%
- Report 3: 20%

The examination takes the form of an individual written test. The examination is marked individually.

The examination is marked on the 7-point scale with no external examiner or second assessor present.

Resits are held as per the original test after a brief interval giving the student the opportunity to improve the

examinable material.

### 3.5.11 Examination 11

In this examination, the learning objectives for Elective 4 are assessed.

The examination is based on the project work from elective programme component No. 4. It is a pre-requisite for the assessment that the examinable material has been submitted within the deadline. Format requirements are described below; see Section 3.7.17.

It is also a pre-requisite for sitting the examination that study activity requirements and any attendance requirement have been met; see the section on study activity for more on this.

The examination takes the form of an individual written test. The examination is marked individually.

The examination is marked on the 7-point scale with a second internal assessor present.

Resits are held as per the original test after a brief interval giving the student the opportunity to improve the examinable material..

### 3.5.12 Final examination

Together with the other examinations on the programme, this examination must demonstrate the overall learning objectives of the Architectural Technology and Construction Management programme.

The examination is based on the Bachelor's project. It is a pre-requisite for sitting the examination that the examinable material has been submitted within the deadline and meets the project requirements laid down in the relevant section. Format requirements are described below; see Section 3.7.17.

It is also a pre-requisite for sitting the examination that study activity requirements and any attendance requirement have been met; see the section on study activity for more on this.

The examination cannot take place until all the programme's other examinations, including the placement examinations, have been passed.

The examination takes the form of an individual oral examination. Students may opt to be examined in groups, in which case the individual student's contribution to the examinable material must be clearly apparent. The examination is marked individually.

Significant parts of the project must be presented digitally.

The examination is marked on the 7-point scale and with an external examiner present.

Resits are held as per the original test after a brief interval giving the student the opportunity to improve the examinable material.

### 3.5.13 The Year 1 test

Examination 1 must be passed before the end of the student's second academic year. Should the examination be passed in a resit within 2 years, the examination is to be regarded as passed in good time, and the student may continue the programme in accordance with the progression outlined under 'sequence of programme components and placement'.

The regulation in Section 6, article 3 of the Executive Order on Examinations cannot be derogated from by reference to the requirement that a student must pass the Year 1 test before the end of the student's second

academic year.

Examination 1, which constitutes the Year 1 test, must have been passed before a student may apply for transfer, change of programme or leave of absence on grounds other than illness, maternity, adoption or military call-up.

### 3.5.14 Examination sickness arrangements and resits

#### *Examination arrangements in the event of sickness*

In accordance with Section 7 of the Executive Order on Examinations, where a student has been excused from sitting the regular examination on the grounds of documented sickness or similar circumstances, a new examination will be held as soon as possible after the regular examination. Evidence of the illness, in the form of a doctor's note, must be forwarded to Student Administration no later than 5 working days after the regular examination takes place.

The student will automatically be enrolled on the new examination.

In exceptional cases, the new examination will be arranged at the next regular examination on the programme component. However, this does not apply to sickness arrangements for the final examination, which must always be held in the same examination session.

Students will be notified of the time and place of the rearranged examination as soon as possible after the regular examination has taken place.

#### *Resits*

Where students have failed an examination, a resit will be held as soon as possible. Should an examination be arranged for students who were sick, this examination will be considered to be the next available attempt for those students who failed the regular examination.

Students will automatically be enrolled on the new examination.

In exceptional cases, a resit will be arranged at the next regular examination in the programme component. However, this does not apply to resits of the final examination, which must always be held in the same examination session.

Students will be notified of the time and place of the resit as soon as possible after the regular examination has taken place.

### 3.5.15 Cheating, plagiarism and disruptive behaviour during examinations

#### *Cheating*

In accordance with Section 20 of the Executive Order on Examinations, cheating is considered to occur when, during an examination, a student obtains for himself or gives to another student wrongful assistance in answering the examination, or makes use of prohibited aids.

Should staff of the Architectural Technology and Construction Management programme become aware of instances of cheating while an examination is in progress, the student concerned will be excluded from the examination. Should the matter be confirmed, the student will be considered to have used up one examination attempt.

Where the examination has been marked before it has been possible to confirm that cheating has taken place, the mark will become void should the matter be confirmed.

In exceptional cases, the Architectural Technology and Construction Management programme may ignore conduct regarded as examination cheating, should it be the case that the wrongful assistance has not affected or would not have been able to affect the mark obtained.

### *Plagiarism*

Plagiarism means that a student has, in an examination, passed off another's work as his or her own, or has used his or her own previously marked work without a proper reference to the source.

Should Architectural Technology and Construction Management programme staff become aware of instances of plagiarism during an examination in progress, the student concerned will be excluded from the examination.

Should the matter be confirmed, the student will be considered to have used up one examination attempt.

Where the examination has been marked before it has been possible to confirm that plagiarism has taken place, the mark will become void should the matter be confirmed.

In exceptional cases, the Architectural Technology and Construction Management programme team may ignore conduct regarded as plagiarism, should it be the case that the plagiarized material has not affected or would not have been able to affect the mark obtained.

### *Disruptive behaviour*

Where a student exhibits disruptive behaviour during an examination, Architectural Technology and Construction Management programme staff may exclude the student from the examination. In less serious cases, however, programme staff will issue a warning first.

Where a student is excluded from an examination on grounds of disruptive behaviour, the student will be considered to have used up one examination attempt.

### *Aggravating circumstances*

Where examination cheating, plagiarism or disruptive behaviour occurs in aggravating circumstances, the student may be excluded from the Architectural Technology and Construction Management programme for a period of time. In the event of temporary exclusion, a written warning that a repetition may lead to permanent exclusion and disenrolment from the Architectural Technology and Construction Management programme will be issued at the same time.

## **3.5.16 Complaints and appeals regarding examinations**

### *Complaints about examination conditions*

A student may complain about conditions during an examination. The complaint must be made in writing, with reasons, and must be lodged with the Architectural Technology and Construction Management programme team no later than 2 weeks after the student learns the result of the examination.

A complaint about examination conditions may concern:

- the examinable material,
- the conduct of the examination,
- the assessment.

Architectural Technology and Construction Management programme staff will immediately forward a complaint

to the assessors, who have 2 weeks in which to comment on the case. The assessors must comment on the specific academic issue raised in the complaint. Once programme staff have received the assessors' comments, they will forward the comments to the student concerned in the case. The student then has 1 week to comment on the assessor's statements.

The Architectural Technology and Construction Management programme, represented by the Programme Director, will then reach a decision on the case. The decision must be in writing and must include reasoning and complaint procedure guidance. A decision may have one of the following outcomes:

- the offer of a new assessment (reassessment) (applies to written examinations only);
- the offer of a new examination (resit)
- not upheld.

A decision on a complaint about examination conditions may only result in the student's complaint being rejected if the assessors are unanimous.

The Architectural Technology and Construction Management programme team will immediately inform the student and the assessors of the finding. Where the finding includes an offer of a reassessment or resit, the offer must be accepted within 2 weeks of the finding being notified to the student. The reassessment or resit must take place as soon as possible.

A reassessment or resit may result in a lower mark than was awarded in the original assessment or examination. New assessors are to be appointed in the event of both reassessments and resits. In the event of reassessment, the new assessors are to be provided with the case documents and must attach a written justification of the assessment result to their new assessment.

### *Appeals regarding examination conditions*

A student may bring the decision of the Architectural Technology and Construction Management programme team on a complaint about examination conditions before an Appeals Committee, which will be convened by the programme team. The appeal must be in writing and must include reasoning; it must be received by the Architectural Technology and Construction Management programme no more than 2 weeks after the decision on the complaint is notified to the student.

The Architectural Technology and Construction Management programme Appeals Committee is convened on a case-by-case basis. The Committee consists of two appointed examiners, one member of teaching staff qualified to conduct examinations and one student. All Appeals Committee members must have a connection with the subject area of the Architectural Technology and Construction Management programme.

The Appeals Committee will arrive at a decision in the case on the basis of the documentation that was available when the Architectural Technology and Construction Management programme team reached its decision on the complaint, and of the student's stated reasons for the appeal. The decision of the Appeals Committee may be one of the following findings:

- the offer of a new assessment (reassessment) (applies to written examinations only).
- the offer of a new examination (resit);
- not upheld.

The decision on the appeal is to be submitted as soon as possible to the Architectural Technology and Construction Management programme team, who will forward the decision to the student.



If the decision includes the offer of a reassessment or resit, the offer must be accepted no more than 2 weeks after the student is notified of the decision. The reassessment or resit must take place as soon as possible.

Reassessments and resits may result in a lower mark. New assessors are to be appointed in the event of both reassessments and resits. In the event of a reassessment, the new assessors are to be provided with the case documents and must attach a written justification of the assessment result to their new assessment.

The decision of the Appeals Committee is final and may not be brought before any other administrative authority.

### 3.5.17 Requirements for projects and written assignments

#### *Format requirements*

The student's name and student number must be clearly indicated on all examinable material submitted.

Project work means drawings, descriptions and reports prepared as digital material in a commonly readable digital format.

All digital material must be printable and must be representative of the examinable material. Drawings must clearly show which format is representative of the examinable material and which is representative of a fixed measurable drawing.

Reports are written material that must include:

- cover page,
- title page (the institution's pre-printed form),
- foreword (if any),
- abstract,
- table of contents,
- list of illustrations (if any),
- introduction including problem statement,
- main section,
- conclusion,
- list of sources,
- any annexes, including drawings.

For the purposes of written assignments on the Architectural Technology and Construction Management programme, a standard page consists of 2,400 keystrokes. Everything from introduction to conclusion inclusive counts toward the page total.

### *References and quotations*

Quotations must be shown as described in this section.

Short quotations (fewer than 20 words) in written assignments and projects on the Architectural Technology and Construction Management programme must be reproduced in quotation marks and in italics.

Long quotations (more than 20 words) in written assignments and projects on the Architectural Technology and Construction Management programme must be reproduced with an indented margin, with a blank line both above and below, and in italics.

Correct source referencing in written assignments and projects on the Architectural Technology and Construction Management programme must be presented as follows:

(Author's surname, year of publication, page number(s) if appropriate)

Digital references are to be presented as above to the extent possible, but otherwise a reference should be provided to the entire link.

References must be in parentheses, following on from the main text.

Incorrect source referencing, including failure to provide references, will be treated as an error in the assignment or written project and may also be subject to a plagiarism investigation.

## **3.6 Teaching and working formats on the programme**

The Architectural Technology and Construction Management programme relies on Problem-Based Learning (PBL).

This means that each compulsory programme component revolves around one interdisciplinary semester project. As they work on the problems presented in the project, students develop and demonstrate the knowledge, skills and competencies acquired across the subject areas of the semester. In order to give students the best possible preparation for the profession, work takes place primarily in groups.

Other teaching and working formats are organized around the project work. Theory is taught primarily at the beginning of the compulsory programme component, as it is to be seen as contributing generally to the theme of the semester and the professional orientation of the programme. Moreover, the student has considerable scope, alone and in collaboration with fellow students, to seek out and process particular material that may be relevant to the completion of the project.

### *Teaching differentiation guidelines*

On the Bachelor's Degree Programme in Architectural Technology and Construction Management at VIA University College, teaching is differentiated on the basis of student's prior qualifications and experience as follows:

- 1) project work as group work,
- 2) individual supervision,
- 3) teaching materials including e-learning objects,
- 4) special teaching provision,
- 5) elective programme components,
- 6) choice of specialization (project design or project execution),
- 7) choice of local programme components (professional specialization).

### **3.7 Study activity**

Attendance at Elective 1 and the placement is compulsory.

The student is required to be in active study. A student on the Architectural Technology and Construction Management programme is regarded as in active study provided he or she:

- 8) submits the compulsory assignments;
- 9) participates in programme-related meetings and supervision sessions, including timetabled teaching activities;
- 10) sits the examinations.

As the programme is predominantly project based and includes a large amount of group work, it is important to the student's learning that he or she participates in the learning environment at the institution.

The learning environment is defined by a number of parameters that may be the subject of dialogue with the individual student about study activity. The guidelines mentioned above may be regarded as requirements, while those set out below may be regarded as indicative but equally essential if the educational environment of the programme is to work for students and supervisors:

- well-prepared attendance at timetabled teaching activities;
- participation in and contribution to group work;
- keeping oneself informed, including responding to University College email and content on the learning management platform (It'sLearning).

Experience generally shows that the above parameters contribute to a good study environment.

Inadequate study activity may affect the student's entitlement to a maintenance grant (*Statens Uddannelsesstøtte* or SU).

Should a student not have passed at least one examination on the Bachelor's Degree Programme in Architectural Technology and Construction Management in a contiguous period of at least 1 year, the student will be disenrolled from the programme in accordance with the regulations set out in the Executive Order on Admissions. The student will be informed of the inadequate study activity before being disenrolled.

A student may ask the teaching team for information about his or her own study activity at any time.

### 3.8 Reading foreign-language texts

The Bachelor's Degree Programme in Architectural Technology and Construction Management is taught in Danish.

English-language texts may be encountered during the programme. Understanding these texts may be a pre-requisite for attaining some of the learning objectives. The texts will normally be at English level B.<sup>1</sup>

### 3.9 Transfer between programmes and between institutions

#### *Transfer between programmes*

Should a student on another programme wish to transfer to the VIA University College Bachelor's Degree Programme in Architectural Technology and Construction Management, he or she should apply to the Architectural Technology and Construction Management programme. See the requirements regarding applying for credit transfer in a previous section.

Transfer to the Architectural Technology and Construction Management programme requires entitlement to credit for a minimum of one complete programme component. Transfer to the Architectural Technology and Construction Management programme also requires the student to be enrolled on another higher education programme at the same level as the Architectural Technology and Construction Management programme or higher.

Transfer to the Architectural Technology and Construction Management requires there to be places available on the stage of the VIA University College Architectural Technology and Construction Management programme that the student wishes to join.

#### *Transfer between institutions*

Transfer to the VIA University College Architectural Technology and Construction Management programme from the same programme at another Danish educational institution cannot take place until the student has passed examinations corresponding to the first academic year of the Architectural Technology and Construction Management programme.

Transfer requires there to be places available on the stage of the VIA University College Architectural Technology and Construction Management programme that the student wishes to join.

#### *Applying for transfer between programmes or institutions*

Applications to transfer to the VIA University College Architectural Technology and Construction Management programme from another programme or institution must be submitted to Student Administration no later than 14 days prior to the beginning of the programme component.

The application must state:

- the full name of the applicant;
- the applicant's CPR (social security) number;
- transcript of marks from the Architectural Technology and Construction Management programme;
- admission qualifications;
- the desired start date.

### 3.10 Leave of absence

Leave of absence from the Bachelor's Degree Programme in Architectural Technology and Construction Management means that a student may not attend teaching or sit examinations.<sup>2</sup>When the leave is over, the student will, if possible, resume the programme from the point at which the period of leave began.

Should it not be possible to resume from the point in the programme at which the period of leave began, the Architectural Technology and Construction Management programme will, to the extent possible, substitute other programme components so as not to prolong the student's education. Only where this is not feasible may instruction-free periods occur.

Except for maternity, adoption and military service leave, leave may be granted only for period equivalent to whole programme components.

A student will not be entitled to a maintenance grant during a leave of absence for reasons other than maternity, adoption or military service.

#### *Maternity, adoption and military service*

An application for leave for reasons of documented maternity, adoption or military service must be granted by the Architectural Technology and Construction Management programme. For the sake of the student and his or her right to a maintenance grant, efforts should be made to arrange the end of the leave of absence to give the fewest and shortest possible instruction-free periods.

#### *Applying for leave of absence*

An application for leave of absence must be made in writing and must give reasons. The Architectural Technology and Construction Management programme may require the application to be completed on a separate form, which may be digital.

Further, leave other than maternity, adoption or military service leave may not be applied for until the student has passed the examination(s) corresponding to the first academic year.

Leave cannot be applied for retrospectively, and the application must be submitted no later than 14 days before the beginning of the period of leave.

### 3.11 Parallel study

The Architectural Technology and Construction Management programme offers parallel study leading to a double degree.

The VIA Architectural Technology and Construction Management programme has collaboration agreements on exchange visits with a number of institutions around the world, and on the option of following a double

degree programme with the following:

- Universitat Politècnica de Valencia (Spain)
- Universitat Politècnica de Catalunya, Barcelona (Spain)
- Kaunas University of Applied Engineering Sciences (Lithuania)

A double degree programme enables the student to gain both a VIA Bachelor's Degree in Architectural Technology and Construction Management and a fully recognized degree from a foreign institution.

The programmes available are described below. More information on a particular programme may be found in the agreement.

It should be noted that some of these programmes entail an extension of the programme. This may mean that the student is not entitled to a maintenance grant for the full duration of the programme.

### *Universitat Politècnica de Valencia*

At the *Universitat Politècnica de Valencia*, the student will also gain the degree of Bachelor in Technical Architecture.

If the student starts in the autumn (August), he/she must complete Semesters 1-6 on the VIA Architectural Technology and Construction Management programme under this curriculum. The student will then complete Semesters 6-8 at the foreign institution, taking the following modules:

- Prevention and Safety I
- Construction Equipment Management
- Budget Management Techniques
- Building Project I
- Building Project Execution
- Construction Technology V
- Construction Technology VI
- Building Inspection and Property Valuation
- Quality Control in the Building Process
- Prevention and Safety II
- Building Project II
- Project Management
- Practical Placement I
- Practical Placement II
- Final Bachelor's Project

This double degree pathway means that the overall programme duration is 4 years.

If the student starts in spring (February), he/she must complete Semesters 1-6 on the VIA Architectural Technology and Construction Management programme under this curriculum. The student will then complete Semesters 6-8 at the foreign institution, taking the following modules:

- Prevention and Safety I
- Construction Equipment Management
- Budget Management Techniques
- Building Project I

- Building Project Execution
- Construction Technology V
- Construction Technology VI
- Building Inspection and Property Valuation
- Quality Control in the Building Process
- Prevention and Safety II
- Building Project II
- Project Management
- Final Bachelor's Project
- Electives from year 4 (optional)

This double degree pathway means that the overall programme duration is 4½ years.

### *Universitat Politècnica de Catalunya, Barcelona*

At the *Universitat Politècnica de Catalunya, Barcelona, Spain*, the student will also gain a Bachelor's Degree in Architectural Technology and Building Construction.

This option is available only to students starting in the autumn (August). The student will complete Semesters 1-6 on the VIA Architectural Technology and Construction Management programme under this curriculum. The student will then complete Semesters 7-8 at the foreign institution, taking the following modules:

- Construction materials II
- Expression III
- Quality in Building Process
- Historical Study and Graphic Representation for Rehabilitation
- Diagnosis for Rehabilitation
- Rehabilitation Projects
- Final Bachelor's Project (includes a workshop at one of EPSEB's laboratories+dissertation) This

double degree pathway means that the overall programme duration is 4 years.

### *Kaunas University of Applied Engineering Sciences*

At *Kaunas University of Applied Engineering Sciences*, the student will also gain a Professional Bachelor's Degree in Civil Engineering.

This option is available only to students starting in the autumn (August). The student will complete Semesters 1-4 on the VIA Architectural Technology and Construction Management programme under this curriculum. The student will then complete Semesters 5-7 at the foreign institution, taking the following modules:

- Construction Calculation
- Sustainable Renovation Technology
- Sustainable Construction Technology
- Methodology of Applied Research
- Renovation/conversion project
- Practical Placement
- Final Bachelor's Examination Project

- Dissertation

This double degree pathway means that the overall duration of the programme is 3½ years.

Applications to take part in parallel study must be lodged by registering with the VIA online registration system, MoveOn, no later than 1 June (for the autumn semester) or 1 November (for the spring semester).

The applicant must use the appropriate application form (available on Studienet) to provide:

- personal details,
- emergency contact details,
- educational background and desired study visit,
- language skills
- special requirements.

The applicant must also upload a transcript of records in English, a copy of his/her passport or other picture ID, language test certificate (if any), covering letter (if any) and CV (if any).

Further information on parallel study may be obtained from the Student Advisor or the International Office.

### 3.12 Waivers

The Architectural Technology and Construction Management programme may waive the regulations in the shared and institutional parts of the present curriculum set by the VIA University College Architectural Technology and Construction Management programme, or set nationally in collaboration with other providers of the Architectural Technology and Construction Management programme, when this is found to be justified by exceptional circumstances.

### 3.13 Entry into force and transitional arrangements

See also the national section of the curriculum:

The national part of the curriculum enters into force on 1 January 2019.

The institutional part of the curriculum enters into force on 1 February 2019.

The August 2016 curriculum expires simultaneously.

### 3.14 Legal basis

The present curriculum has been set on the basis of:

- 11) The Academy Profession Degrees and Professional Bachelor's Degrees Act (most recently promulgated in Statutory Order No. 986of18/08/2017);
- 12) The Executive Order on Technical and Commercial Academy Profession Degree Programmes and Professional Bachelor's Degree Programmes (Executive Order No. 80of28/01/2019);
- 13) The Executive Order on Admissions to Academy Profession and Professional Bachelor's Degree Programmes (Executive Order No.1495of11/12/2017);
- 14) The Executive Order on Examinations on Vocational Higher Education Programmes (Executive Order No. 1500 of 02/122016);
- 15) The Executive Order on Marking Schemes (Executive Order No. 114of03/022015).