



# CURRICULUM

for the Bachelor's degree programme

in

Architectural Technology and Construction  
Management

1 January 2020

*“This is a translated version of the Danish curriculum. In case of any discrepancies between this curriculum and the Danish curriculum, the text in the Danish curriculum applies.”*

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## 1. Curriculum framework

The following acts and ministerial orders apply to the programme:

Danish (Consolidated) Act on Academies of Professional Higher Education

Danish (Consolidated) Act on Academy Profession Programmes and Professional Bachelor Programmes

Ministerial Order on Technical and Commercial Academy Profession Programmes and Professional Bachelor Programmes

Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes (the examination order)

Ministerial Order on Admission to and Enrolment on Academy Profession Programmes and Professional Bachelor Programmes

Ministerial Order on the Grading Scale and Other Forms of Assessment of Study Programmes Offered under the Ministry of Higher Education and Science.

### **1.1. Commencement**

1 January 2019. At the same time, the previous curriculum is cancelled.

### **1.2. Transitional schemes**

None

### **1.3. The programme's goals for learning outcomes**

#### **Knowledge**

The graduate will have development-based knowledge and understanding about:

- 1) the principles, theories, and methods applied by the profession within the areas of management, project design, planning, completion as well as operation and maintenance of complex building and construction projects
- 2) scientific theoretical concepts and methods relevant to the profession as well as communication theories and methods for the dissemination of building-technical issues, including the use of digital media and tools within the profession
- 3) principles and models applied by the industry for the establishment, operation, and organisation of a business, and societal and technological conditions that have an impact on the construction process, including issues related to the areas of energy, working environment, and sustainability from a local and global perspective
- 4) managerial, social, linguistic, cultural, and ethical aspects related to the planning of, and cooperation on, construction projects.

#### **Skills**

The graduate will have the skills to:

- 1) assess and apply relevant methods with regard to management, project design, planning, and completion of complex building and construction projects, including relevant digital tools, standards, and systems

- 2) apply relevant research knowledge and methods to solve complex building-technical problems
- 3) assess technological, organisational, and societal factors in construction planning, including aspects related to energy, working environment and sustainability as well as account for and choose relevant solutions
- 4) communicate practice-orientated and professional knowledge based on building-technical research and development.

### **Competencies**

The graduate will be able to:

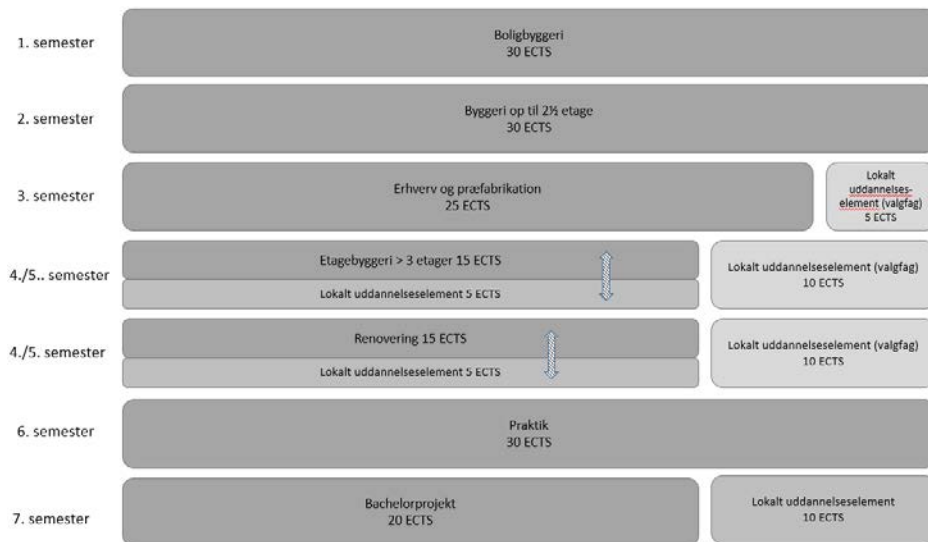
- 1) handle the planning, project design, management, and completion of complex building and/or construction projects – independently and in cooperation with other professionals
- 2) manage communication on project design, tendering, and completion of complex building and construction projects between the parties involved in the construction project
- 3) manage sustainable, social, cultural, and ethical factors in the design and processing of construction projects and participate in managerial and cooperative contexts with other professionals with different educational, linguistic, and cultural backgrounds
- 4) independently participate in a professional and cross-disciplinary cooperation and assume responsibility within the sphere of the profession
- 5) identify their own learning requirements and develop their own knowledge, skills and competencies in relation to the profession.

## **2. Admission**

Admission to the programme is in accordance with the rules of the admission order.

## **3. National and local subject elements**

### **3.1. Sequencing of subject elements, internship and exams**



## 3.2. National subject elements

### 3.2.1. Residential Construction (1<sup>st</sup> semester)

#### Contents

National subject element *Residential Construction* consists of a cross-disciplinary project based on a specific, minor construction. The subject element makes up 30 ECTS and includes the following subject areas:

Communication and Cooperation (10 ECTS)  
 Production (5 ECTS)  
 Project Planning (15 ECTS)

#### Learning objectives for Residential Construction

##### Knowledge

The student will gain knowledge about:

1. the basic building-technical disciplines of the profession and associated relevant documentation
2. the basic methods of project planning and completion, including understanding of materials, construction principles, social, environmental, and financial aspects

3. common communication methods as well as analogue and digital tools and standards
4. the parties of the industry, professional areas, and insight into the construction process
5. basic, applied mathematical and structural principles, including technical installations and statics
6. methods of information seeking in project planning
7. principles and tools applied to land surveying, staking, and registration in the building and construction area.

The student will get the skills to:

1. apply methods and tools to collect and analyse information at a basic level
2. apply project planning methods and tools and methods to coordinate the construction process
3. apply methods and tools for land surveying and staking projects
4. apply methods and tools for the organisation and planning of professional cooperation
5. communicate practice-orientated and professional issues to relevant business partners
6. assess practice-orientated and theoretical issues, account for and choose relevant solutions.

### **Competencies**

The student will learn to:

1. manage construction solutions and documentation at a basic level
2. deal with different building-technical issues and how they affect each other
3. participate in a professional and cross-disciplinary cooperation in study-related contexts
4. identify their own learning requirements in a structured context.

### **ECTS weight**

National subject element *Residential Construction* is worth 30 ECTS credits.

#### **3.2.2. Low-rise Construction of up to 2½ Floors (2<sup>nd</sup> semester)**

National subject element *Low-rise Construction of up to 2½ Floors* consists of a cross-disciplinary project based on a specific construction of up to 2½ floors.

The subject element makes up 30 ECTS and includes the following subject areas:

Company (5 ECTS)

Communication and Cooperation (5 ECTS)

Production (10 ECTS)

Project Planning (10 ECTS)

### **Learning objectives for Low-rise Construction of up to 2½ Floors**

The national subject element is completed by a cross-disciplinary project based on a specific construction of up to 2½ floors.

The subject element makes up 30 ECTS and includes the following subject areas:

Company (5 ECTS)

Communication and Cooperation (5 ECTS)

Production (10 ECTS)

Project Planning (10 ECTS)

### **Learning objectives for Low-rise Construction of up to 2½ Floors**

#### **Knowledge**

The student will gain knowledge about:

1. common constructions and building-technical principles, including statics and technical installations, and an ability to reflect on these principles
2. common communication methods, analogue and digital tools and standards
3. building information models (BIMs) in project planning and production
4. theories, methods, and tools for financial management of the construction during the project planning stage
5. common methods for planning, project design, and completion as well as work methodology during the construction process and the ability to reflect on these
6. basic social, environmental, and financial aspects in project planning and production
7. principles and methods in company understanding, entrepreneurship, rules of law, and contractual matters.

#### **Skills**

The student will get the skills to:

1. apply methods and tools for the collection and analysis of information
2. apply methods and tools for quality assurance and financial management in project planning and production
3. apply methods, tools and standards, including the use of digital building information models (BIMs)



4. assess theoretical and practice-orientated issues in project planning and minor construction work and account for the chosen actions and solutions
5. assess and choose tendering, contractual and organisational forms at a basic level
6. communicate practice-orientated and professional issues and solutions to partners and users.

### **Competencies**

The student will learn to:

1. perform analysis of building-technical, relevant issues and associated solutions
2. manage project planning and account for the principles in the completion
3. independently participate in the digital project planning in cooperation with other professionals
4. identify their own learning requirements based on the knowledge, skills, and competencies acquired during the semester.

### **ECTS weight**

The national subject element *Low-rise Construction of up to 2½ Floors* is worth 30 ECTS credits.

#### **3.2.3 Industry and Prefabrication (3<sup>rd</sup> semester)**

National subject element *Industry and Prefabrication* consists of a cross-disciplinary project involving project planning of industrialised components applied in a specific construction. The subject element makes up 25 ECTS and includes the following subject areas:

Company (5 ECTS)  
Communication and Cooperation (5 ECTS)  
Production (10 ECTS)  
Project Planning (5 ECTS)

#### **Learning objectives for Industry and Prefabrication**

The national subject element is completed by a cross-disciplinary project based on the project planning of industrialised components applied in a specific construction.

The subject element makes up 25 ECTS and includes the following subject areas:  
Company (5 ECTS)  
Communication and Cooperation (5 ECTS)  
Production (10 ECTS)  
Project Planning (5 ECTS)

## **Learning objectives for Industry and Prefabrication**

### **Knowledge**

The student will gain knowledge about:

1. common constructions and building-technical principles, including statics and technical installations, and an ability to reflect on these principles
2. prefabricated methods of production and completion during the construction process, including planning and management tools, and an ability to reflect on these methods
3. forms of organisations, cooperation, and management in a project planning and production context, and an ability to reflect on these forms
4. social, environmental, financial, and technological aspects during the project planning and production process
5. basic principles, theories, and methods for the establishment and operation of a business.

### **Skills**

The student will get the skills to:

1. apply methods and tools for the collection and analysis of information
2. apply project planning and production-technical methods in the construction process of prefabricated construction
3. apply digital building information models (BIMs), transfer and extract data between different digital platforms and information systems
4. assess and analyse theoretical and practice-orientated issues in a prefabricated construction and account for the chosen actions and solutions
5. assess the basis for contracts and forms as well as coordinate contracts and tenders
6. communicate practice-orientated, professional issues and solutions to Danish- and English-speaking business partners and users.

### **Competencies**

The student will learn to:

1. manage documented analysis of relevant building-technical issues
2. manage construction solutions for the purpose of production optimisation in consideration of social, environmental, and financial aspects
3. manage the handover of digital project and documentation materials as a basis for digital tendering

4. independently participate in a professional and cross-disciplinary cooperation on the preparation of project materials
5. participate in cooperation on the management of construction and building projects
6. identify their own learning requirements and acquire knowledge, skills, and competencies.

**ECTS weight**

The national subject element *Industry and Prefabrication* is worth 25 ECTS credits.

### **3.2.4 High-rise Residential Construction of more than 3 Floors (4<sup>th</sup> semester)**

National subject element *High-rise Residential Construction of more than 3 Floors* consists of a cross-disciplinary project based on a specific residential construction of more than 3 floors. The subject element makes up 15 ECTS and includes the following subject areas:

Communication and Cooperation (5 ECTS)

Production (5 ECTS)

Project Planning (5 ECTS)

#### **Learning objectives for High-rise Residential Construction of more than 3 Floors**

##### **Knowledge**

The student will gain knowledge about:

1. complex constructions and building-technical principles, including statics and technical installations, and reflection on these principles
2. common communication methods, tools, and standards in connection with digital project planning and an ability to reflect on digital systems and methods applied by the profession
3. complex production and completion methods and the ability to reflect on these methods
4. scientific theoretical principles and methods relevant to the practice of the profession
5. relevant social, environmental, financial, and technological aspects in the project planning and production process.

##### **Skills**

The student will get the skills to:

1. apply and master methods and tools to collect, analyse, and process information
2. apply methods for planning, coordination, and project design of a digital cross-disciplinary process, including considerations about completion, operation, and maintenance
3. master the skills associated with the planning and management of the completion
4. apply digital building information models (BIMs), transfer and extract data between different digital platforms and information systems
5. communicate digital project and documentation materials as a basis for digital construction management
6. communicate and assess practice-orientated and professional issues, account for and choose solutions for business partners and users.

##### **Competencies**

The student will learn to:

1. manage documented analysis of complex and relevant building-technical issues
2. manage complex digital project planning and production in consideration of social, environmental, and financial aspects
3. manage the project planning and completion process in consideration of societal and technological conditions
4. independently participate in a cross-disciplinary cooperation on planning, project design, and implementation of construction projects
5. identify their own learning requirements and develop their own knowledge, skills, and competencies.

**Kommenterede [JC1]:** Produktion af bygge- og anlægsopgaver  
Producere en opgave?  
Har tolket det som implementering, men det skal tjekkes.

### ECTS weight

The national subject element *High-rise Residential Construction of more than 3 Floors* is worth 15 ECTS credits.

### 3.2.5 Renovation (5<sup>th</sup> semester)

National subject element *Renovation* consists of a cross-disciplinary project based on planning and project design of a specific renovation.

The subject element makes up 15 ECTS and includes the following subject areas:

Production (5 ECTS)

Project Planning (10 ECTS)

### Learning objectives for Renovation

Knowledge

The student will gain knowledge about:

1. registration and assessment of existing conditions, and an ability to
2. reflect on constructions and building-technical principles, including statics and technical installations
3. complex project planning and completion methods, and an ability to
4. reflect on different energy-optimised renovation and re-construction concepts, in consideration of social, environmental, and financial aspects.

### Skills

The student will get the skills to:

1. apply and master methods and tools to collect, analyse, and process information
2. apply and master project planning methods as well as methods to plan and manage the completion of the renovation project, in consideration of social, environmental, and financial aspects
3. apply digital building information models (BIMs), transfer and extract data between different digital platforms and information systems
4. assess building-technical issues and aspects and make informed decisions
5. communicate practice-orientated and professional issues and solutions to partners and users.

### Competencies

The student will learn to:

1. manage complex building-technical solutions based on documented analysis
2. manage a digital project planning and production process
3. manage complex renovation projects in consideration of social, environmental, and financial aspects
4. independently participate in a cross-disciplinary cooperation on planning, project design, quality assurance, and **implementation of complex renovation projects**
5. identify their own learning requirements and develop their own knowledge, skills, and competencies.

**Kommenterede [JC2]:** Produktion af komplekse renoveringsprojekt – kan man producere et projekt? Har tolket det som implementering, men det skal tjekkes for en sikkerheds skyld

### ECTS weight

The national subject element *Renovation* is worth 15 ECTS credits.

### 3.3. Local subject elements and electives

The programme includes local subject elements with a total scope of 45 ECTS, of which 25 ECTS are offered as elective subjects.

The programme contains the following local subject elements, which are completed together with the semester's compulsory interdisciplinary element.

#### **Complexity of high-rise construction — 5 ECTS (4th semester)**

The subject element, which is taught in the 4th semester in continuation of the compulsory course, completes with an examination common to the compulsory course and with one overall assessment.

Learning objectives:

## Knowledge

The student will gain knowledge about:

1. fire requirements, including fire resistance and ventilation
2. requirements for facade systems, including design, production and function
3. complexity of structural design, including strength and stability, and
4. geotechnical conditions, including foundation types.

Kommenterede [JC3]: Brandstabilitet?

## Skills

The student will get the skills to:

1. apply methods, including cyclograms, to the scheduling and management of site logistics.

## Competencies

The student will learn to:

1. draw up a plan for safety and health, and
2. prepare static analysis.

## **Renovation of a building worthy of preservation — 5 ECTS (5th semester)**

The subject element, which is taught in the 5th semester in continuation of the compulsory course, completes with an examination common to the compulsory course and with an overall assessment.

Learning objectives:

## Knowledge

The student will gain knowledge about:

1. legal matters, including investigation by the authorities
2. historical context
3. energy renovation, including interior re-insulation
4. remodelling, including demolition and support, and
5. foundation work on older buildings, including moisture problems.

## Skills

The student will get the skills to:

1. apply methods for interim constructions,
2. apply methods for casting foundations and
3. apply methods for facade treatment.

## Competencies

The student will learn to:

1. manage building projects
2. manage construction site design, including difficult conditions, and
3. prepare analysis of energy renovation.

## **Specialisation assignment — 10 ECTS (7th semester)**

The specialisation is a free written assignment on a subject and problem formulation defined by the student within the framework of the programme.

The assignment is prepared individually and aims to demonstrate the student's ability to perform theoretical studies and communicate the results. The assignment must contain a discussion of the student's choice of methods and must contain an independent elaboration of the chosen theory and accompanying discussion.

### **Learning objectives:**

#### **Knowledge**

The student will gain knowledge about:

1. collection and organisation of material, quoted passages, summaries, registrations and citations with indication of dates, etc.

#### **Skills**

The student will get the skills to:

2. apply the acquired knowledge to specific practical issues with relevant justification and documentation
3. take a comprehensive view of and combine different source types and forms of presentation when reading texts, selecting sources, and in their writing
4. analyse the chosen subject area and put the work into perspective
5. communicate and argue, in writing, for their considerations and decisions. Readability is an important aspect in consideration of the chosen communication situation.

### **Competencies:**

The student will learn to:

1. offer critical reflection on the chosen theories, methods and their own working method(s)
2. communicate practice-orientated and professional issues and solutions to partners and users.



In the assessment, the academic content is weighted 2/3 of the grade, whereas communication is weighted 1/3 of the grade.

Local subject elements offered as elective subjects are taught in the 3rd, 4th and 5th semester of the programme. See graphic overview in section 3.1.

For a more detailed overview of electives offered in the programme, please see KEA's subject catalogue:

[https://katalog.keadk.dk/?Term=&StudyProgrammeType=Full&StudyProgramme=ArchitecturalTechnologyAndConstruction\\_Full&ProgrammeLevel=&TeachingLanguage=](https://katalog.keadk.dk/?Term=&StudyProgrammeType=Full&StudyProgramme=ArchitecturalTechnologyAndConstruction_Full&ProgrammeLevel=&TeachingLanguage=).

### **3.4. Internship**

The internship consists of relevant work and aims to prepare the student to work as an architectural technologist. The internship must take place in a private or public company / organisation in Denmark or abroad which offers internship assignments relevant to the profession and with the required guidance.

#### **Learning objectives for the internship**

##### Knowledge

The graduate will have development-based knowledge about and an ability to reflect on:

1. the practical work performed at the company in question, and
2. the organisational, financial, administrative, and social- and work-related conditions in the company in question.

##### Skills

The graduate will have the skills to:

1. master and apply the methods and tools of a Bachelor of Architectural Technology and Construction Management to practical, relevant work
2. assess theoretical and practice-orientated issues during the internship as well as account for and choose relevant solutions
3. communicate practice-orientated issues and solutions to the internship company and its stakeholders.

##### Competencies

The graduate will be able to:

1. manage and translate complex and development-based issues in work-related contexts into practice-orientated solutions in the company in question

2. identify their own learning requirements and develop their own knowledge, skills and competencies in relation to the practice of the profession
3. manage complex and development-based situations in work-related contexts
4. independently participate in a professional and cross-disciplinary cooperation and assume responsibility within the framework of professional ethics
5. work with relevant, complex issues within the area of the profession in the company in question, and
6. solve theoretical and practical problems in the company in question, independently or in cooperation with other professionals.

### **ECTS weight**

The internship is worth 30 ECTS credits.

### **Number of exams**

The internship completes with an exam.

### **3.5. Rules for the completion of the internship**

The internship is aimed at future employment as an architectural technologist and organised on the basis of the commercial relations of the profession and its demand for competencies. In combination with the other programme elements, the internship contributes to the student's developing professional competence. The internship company is chosen in the field of specialisation in which the student wants to write their bachelor project.

The internship is in the 6th semester and has a duration of 20 weeks, corresponding to 30 ECTS credits.

The internship is unpaid.

#### **3.6.1. KEA's responsibilities**

At KEA, the internship supervisor is in charge of planning and carrying out the internships, with the individual student playing an active part in seeking an internship.

It is the responsibility of the internship supervisor to:

- coordinate the internships, including collaborating with the other schools of architectural design
- guide the students when they are seeking an internship
- ensure that internship agreements are drawn up, including that the learning goals of the individual internship agreements are in accordance with the purpose, content, scope and level of the internship
- approve internships
- provide new internships
- ensure that the internship is so organised that there is a connection between experience-based and theory-based learning, and so that the student has a chance to reflect on this relationship
- maintain contact with existing internships

- issue questionnaires and evaluation forms
- evaluate the students during the internship on the basis of known criteria and procedures, including evaluation of the status of the logbook twice during the course of the internship
- assess the student's internship report in collaboration with selected lecturers.

Together with selected teachers, the internship supervisor must follow the students throughout the internship period, which includes visiting selected host companies. The scope of such follow-up is agreed at the beginning of the internship period

The internship supervisor is the intern's contact person and must be available for support in solving problems of a professional or personal nature.

### **3.6.2. Requirements for and expectations of the internship**

It is the responsibility of the host company to establish a connection between the educational programme and the reality that the students will be facing after graduation.

Approval of internships is based on a concrete assessment of whether the workplace qualifies as a place of training. Approval of the internship company is the responsibility of the internship supervisor — in the form of a written internship agreement.

The internship must be able to meet the following requirements:

- The host company must have sufficient knowledge of the educational programme and field of activity of an architectural technologist
- The company has an engineering environment related to the building / construction industry or the land surveying industry.
- Generally, at least one of the employees is a trained architectural technologist, architect, engineer or land surveyor in the current field of study, or has similar competence acquired through training and / or years of practice. The engineering environment at the workplace must not be the responsibility of this one person alone.
- The internship company must be prepared for and be able to offer the intern necessary coaching, guidance and follow-up.
- The internship must have the nature of a learning process with accompanying guidance, reflection and evaluation. The internship takes place according to a plan prepared by the student in collaboration with the internship company. The plan must be approved by the internship supervisor.
- A written employment agreement must be drawn up between the student and the internship company with a description of the tasks to be performed and an indication of when the internship takes place, its scope (in actual working hours) and the name, etc. of the contact person at the host company. Based on the description of the tasks, it should be possible to determine the professional relevance and level of the internship. The internship supervisor may request additional information.
- The internship company may require that the student should sign a declaration of confidentiality.
- Insurance, working environment and safety conditions are the same as those of the company's other employees.
- The internship company must participate in the evaluation and approval of the internship period by filling in an evaluation form and signing the internship report.

The company must appoint a contact person who is the intern 's supervisor.

### 3.6.3. Requirements for and expectations of the intern

The intern must, to the best of their ability, solve the tasks set by the host company and be part of the company's daily life on an equal footing with the company's other employees.

It is the responsibility of the intern (with the assistance of the academy's internship supervisor) to:

- Establish contact with an internship company.
- Enter an internship agreement before the internship begins.
- Initiate the planning of the internship in collaboration with the company, including writing down the detailed learning goals based on the overall goals of the curriculum, as well as approval of the plan by the internship supervisor.
- Keep a "log" on Fronter of their internship for use in an internship report to be evaluated twice during the internship
- Prepare an internship report and have the report approved by the company, and to submit the report to KEA on time.

### 3.6.4. Purpose of the internship

The internship is an integral part of the programmes. The purpose is to provide the student with knowledge and understanding of practical conditions and methods, processes and work functions in a company, so that the student can relate these to the educational programme and their future work within the profession.

For the student, the goal of the internship is to:

- gain insight into the requirements and expectations that the companies have of an architectural technologist, construction coordinator or surveying and mapping technician's knowledge, skills and attitudes to the work
- experience the daily life and work of an architectural technologist over a long period of time
- have an opportunity to work with the tasks of the profession in practice
- test the knowledge and skills acquired in the programme in practice
- gain experience based on other points of view, working methods and working tools for solving specific tasks.

In addition, if possible, to:

- get ideas for a topic for a specialisation project and ideas for where knowledge about the topic can be sought
- get ideas for a bachelor project
- make contact with the business community.

For the company, the goal is to:

- contribute to the education and training of new architectural technologists by giving them a possibility to solve specific tasks in real life.
- get in touch with the school and the study to gain insight into the subjects, working methods and working tools involved.

In addition, if possible, to:

- get in touch with possible candidates with a view to later employment upon graduation.

### **3.6.5. Learning objectives**

The learning objectives for the internship period are written in a plan for the internship based on the points listed below. The learning objectives are prepared by the student in collaboration with the internship company and approved by the internship supervisor.

The learning objectives are determined on the basis of the following general points:

- The internship, which is organised on the basis of the conditions and competence requirements of the profession and the occupation, must contribute to the student's developing professional competence in combination with the other elements of the programme.
- This means that the intern must participate in tasks akin to the work tasks undertaken by an architectural technologist in the company.
- The internship is organised to allow progression towards independent work.
- The intern must experience increasing demands and expectations for independent performance of their tasks in the company.
- The internship is organised in such a way as to ensure a connection between experience-based learning and theory-based learning.
- During the internship, the intern must register and note the course, work tasks and working methods, etc. as a basis for gathering their personal experience (a log). Registrations, notes and gathering of experience must form the basis for the intern's reflection on their practical learning during the internship compared to the theory and methods of the study in general.
- The internship must lead to the exchange of knowledge, skills and competencies between the educational programme and the profession / business life.
- The intern must prepare an internship report, which will form the basis for an internal exam that must be passed before the student can continue their studies.
- The school's internship supervisor and selected teachers must read through the students' reporting from the internship to allow knowledge, skills and competencies to be incorporated into the teaching on an ongoing basis.
- Through evaluation and feedback from the internship companies, KEA ensures regular quality assurance of the internships.

### **3.6. Teaching and learning methods**

Teaching is based on the understanding that learning is best achieved by giving students the opportunity to work with realistic tasks taken from, or inspired by, companies in relevant industries.

A student project must be so defined that it takes the academic challenges of the semester into consideration.

The students are given an opportunity to process several of the phases of a given project — from the initial analysis to the realisation of the project. In connection with the project work, the student will be faced with realistic problems which must be solved on the basis of the given theory and so organised that the given deadlines can be observed. Along the way, the student learns how to work

independently, so that they will be able to complete a graduation project as an independent assignment.

This working method gives the student an understanding of how to identify and analyse problems, set up solution models, and choose the right solution.

### **3.7. Differentiated teaching**

Not relevant

### **3.8. Reading of texts in foreign languages**

Not relevant

## **4. Internationalisation**

### **4.1. Education abroad**

The programme has been so organised that exchange abroad can take place in the 3rd, 4th or 5th semester.

At the beginning of each semester, an information meeting is held with a presentation of the foreign educational institutions with which KEA has exchange agreements and with information about the application procedure, the ERASMUS + programme and scholarship opportunities. Information about the partners is available on Fronter, and the student may at any time discuss exchange requests with the international coordinator.

To be eligible for exchange, the following criteria must be met:

- The student must have attended an information meeting.
- The application deadline announced on Fronter must be met.
- All programme elements from the current or previous semester (e.g. failed re-exams) must have been passed.
- The student must have a realistic view of the opportunities and challenges of studying abroad, including any possible language barriers and foreign educational and exam culture.
- The student must have registered on KEA's online mobility platform.

To obtain credit transfer for an entire semester abroad, the student must have obtained 30 ECTS at the partner institution abroad. Usually, all subjects are pre-approved by the international coordinator before departure. Credit transfer is granted when the semester abroad has been passed and the transcript of records has been received and approved by the international coordinator.

To ensure that exchange students master the English language sufficiently to benefit from a stay abroad, we recommend that students in the Danish-taught programme should take an English course

if they document English-language skills at C level. The costs of any language course and associated exam must be borne by students themselves.

Some partner universities (non-EU) may require a language test. The result of the test must be available to the institution before a letter of admission can be issued. The international coordinator will be able to provide information about the institutions requiring this type of language test.

KEA will choose among the applicants if only a limited number of students can be admitted.

In addition to semester exchanges, KEA also offers short mobility stays. Summer schools, winter schools, 2-week stays, Charrette, etc. are organised at the partner universities on a regular basis. The offers are regularly announced on Fronter. During the short mobility stays, the student bears the costs of travel, accommodation, board and lodging, and in some cases also tuition fees. Often, partner universities offer scholarships.

#### **4.2. Agreements with foreign educational institutions on parallel courses**

Not relevant

### **5. Exams in the programme**

Exams are held to document the extent to which the examinee fulfils the learning objectives set for the subject / programme. In exams where the assessment basis is a written group project with an oral presentation, the student receives an individual overall grade for the written project, the group presentation and the individual presentation.

All exams are weighted by 1 and so designed that the student is assessed individually, possibly on the basis of a joint project in combination with the individual student's own work.

The exams are mainly multidisciplinary exams, where the student is examined in several subject areas at the same time.

It is not possible to unsubscribe from exams in the programme. Commencement of a semester means that the student is also registered for the exams of the semester.

The scope of exams and examination forms included in the programme appear from the following overview:

<b>Semester</b>	<b>Academic content</b>	<b>Assessment basis</b>	<b>Exam form</b>	<b>ECTS</b>
1st semester			None	
2nd semester	Residential Construction and Low-rise Construction of up to 2½ Floors	Written group project with oral presentation	External exam	60

3rd semester	Industry and Prefabrication	Written group project with oral presentation	Internal exam	25
3rd semester	Electives	See subjects catalogue	Internal exam	5
4th semester National and local subject element	High-rise Residential Construction of more than 3 Floors and Complexity of High-rise Construction	Written group project with oral presentation	Internal exam	20
4th semester	Electives	See subjects catalogue	Internal exam	10
5th semester National and local subject element	Renovation and Renovation of a Building Worthy of Preservation	Written group project with oral presentation	Internal exam	20
5th semester	Electives	See subjects catalogue	Internal exam	10
6th semester internship	Internship	Portfolio	Internal exam	30
7th semester Local subject element	Specialisation	Written report	Internal exam	10
7th semester Bachelor exam project	Bachelor exam project	Report with oral presentation	External exam	20

The electives in 3rd-5th semester complete with an exam. Examination form and scope appear from the subject description for the elective subject at [katalog.kea.dk](http://katalog.kea.dk).

## 5.1. Programme exams

### 5.1.1 Examination forms

See above

### 5.1.2 Mandatory activities - attendance and submission

In the 4th semester, the mini specialisation is an independent assignment, which must be handed in during the 4th semester. To sit the 4th-semester exam (High-rise Residential Construction of more than 3 Floors, and Complexity of High-rise Construction), the student must have submitted the mini specialisation assignment.

### 5.1.3 Exam organisation

See above



#### **5.1.4 Exams with an external co-examiner**

See above

#### **5.2. Programme exams and their placement**

See above

#### **5.3. First-year exam**

The 60 ECTS-worth first-year exam is at the end of the second semester of the programme. Students must pass the first-year exam before the end of the second year of study in order to continue on the programme.

#### **5.4. Requirements for written assignments and projects**

##### **Specialisation**

The assignment is prepared individually and aims to demonstrate the student's ability to perform theoretical studies and communicate the results. The assignment must contain a discussion of the student's choice of methods and must contain an independent elaboration of the chosen theory and accompanying discussion. The specialisation must be handed in by the set date and assessed without defence.

#### **5.5. Requirements for the final exam project**

##### **The Bachelor Project**

##### **5.5.1. Requirements for the Bachelor project**

The bachelor project, together with the internship exam and the other exams in the programme, must document that the programme's goals for learning outcomes have been achieved. The bachelor project must document the student's understanding of and ability to reflect on the practice of the profession as well as their application of theories and methods in relation to a practice-orientated problem. The identified problem, which must be central to the programme and the profession, is formulated by the student, possibly in cooperation with a private or public company. The educational institution must approve the problem statement.

##### **5.5.2. Bachelor project exam**

The bachelor project completes the study programme in the final semester when all previous exams have been passed. Reference is made to the current Ministerial Order on Exams in Professionally Oriented Higher Education Programmes (Danish title: Bekendtgørelse om prøver i erhvervsrettede videregående uddannelser) and to the institutional part of the curriculum.

##### **5.5.3. Exam form**

Reference is made to the current Ministerial Order on Exams in Professionally Oriented Higher Education Programmes and section 5.

Within the overall learning objectives, the student writes a proposal for a Bachelor project.

The problem must be central to the programme and the profession and must include at least two of the traditional design phases of construction. This is to ensure that the bachelor project makes out a representative sample of the programme's goals.

The problem, which is defined in consultation with the supervisor and, most appropriately, in collaboration with a private or public company or client, must explain the background, focus areas and technical issues that the student intends to work with.

The examination in the bachelor project involves an oral defence based on the prepared material, either hung on boards or presented digitally.

#### **5.5.7. The importance of spelling and writing skills**

Spelling and writing are included in the assessment of the professional bachelor project. However, most importance is attached to the academic content.

#### **5.5.8. Use of materials and aids**

All materials and aids are permitted.

#### **5.5.9. Special exam conditions**

For examinees with physical or mental impairment and examinees with similar difficulties, and for students with a mother tongue other than English, special examination conditions may apply when deemed necessary in order to provide the students concerned with equal opportunities in the exam situation.

Kommenterede [JC4]: Kildetekst: her står der 'dansk'

Kommenterede [IØA5]: Kan man ikke bare slette dette indskud?

#### **5.5.10. Make-up exams**

Students who have been prevented from taking an exam due to a documented illness or another unforeseen circumstance will be given the opportunity to take the exam as soon as possible. If the exam is scheduled in the programme's final examination period, the student may retake the exam in the same examination period or in continuation of this period.

#### **5.5.11. Examination language**

All exams are in English, unless special permission has been granted.

#### **5.5.12. Commencement of studies exam**

Not relevant to the programme

#### **5.5.13. Use of own and others' written work (plagiarism)**

Projects and other material in connection with exams must be drawn up by the students themselves.

If students unlawfully use other people's work as their own (plagiarism) or use their own previously assessed work without references, they will be expelled from the exam.

Students may also be expelled after the exam.

Expulsion from an exam due to cheating means that any grade already awarded will be withdrawn, and the student will have used one exam attempt.

For information about plagiarism, see [www.stopplagiat.nu](http://www.stopplagiat.nu)

#### **5.5.14. Exam cheating and disruptive behaviour during exams**

Cheating at exams will be handled in accordance with the rules set out in the Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes (the Examination Order).

*Students who cheat at an exam will be expelled from the exam.*

If cheating occurs under aggravating circumstances, the student can be expelled from the programme for a shorter or longer period. With expulsion for cheating under aggravated circumstances, a written warning will be given stating that repetition could lead to permanent expulsion from the programme.

Cheating includes:

- Obtaining unlawful help during the exam
- Providing unlawful help to other students during the exam
- Using other people's work as one's own (plagiarism – see [www.stopplagiat.nu](http://www.stopplagiat.nu)), see also section 5.5.13
- Using own previously assessed work without references, see also section 5.5.13
- Using materials and aids not permitted for the exam in question.

Expulsion from an exam due to cheating means that the awarded grade will be withdrawn, and the student will have used one exam attempt.

If students exhibit **disruptive behaviour** during an exam, KEA may expel them from the exam. In less serious cases, the institution will give the student a warning.

## **6. Other rules governing the programme**

### **6.1. Rules on compulsory attendance**

The student has a duty to participate in the organised course of the study. Attendance is not mandatory for the individual programme elements.

## **6.2. Credit transfer**

Credit transfer makes it possible to build on already acquired qualifications and avoid double education and the waste of resources associated with this — for the student and society. The student is entitled to credit transfer if and when the conditions have been met.

Credit transfer is the result of KEA's assessment of whether previously completed subjects correspond to theoretical parts of the Bachelor's degree programme in Architectural Technology and Construction Management and whether qualifications obtained through employment correspond to the goals set for the internship included in the programme. Credit transfer is granted as an actual time shortening of the programme or as an exemption for parts of the programme — depending on the possibilities. Credit transfer for key elements of a programme requires a high degree of identity between previously completed subjects and internships and the Bachelor's degree programme in Architectural Technology and Construction Management. The assessment is based on the documentation of completed teaching and employment. Documentation of completed teaching will usually be formal exams and diplomas as well as course and programme diplomas. In relation to employment, such documentation will usually be employment certificates, references and the like.

Credit transfer is granted solely on the basis of formal documentation.

## **6.3. Credit transfer of subjects covered by the national part of the curriculum**

There are no formal agreements.

## **6.4. Credit transfer of subjects covered by the institution-specific part of the curriculum**

There are no formal agreements.

## **6.5. Criteria for the assessment of active enrolment**

Active enrolment is controlled on an ongoing basis. If the student has not participated in teaching activities for two consecutive weeks, or when there is otherwise a reasonable presumption that the student no longer qualifies as an active student, the student will receive an email as to whether the student still qualifies as an active student.

If the student has not confirmed their active enrolment within the deadline stipulated in the email, the student will receive another request about continued active enrolment. If the student has not confirmed their active enrolment within the specified time, the student will be disenrolled.

## **6.6. Disenrolment due to insufficient study activity**

Enrolment on the programme can be terminated for students who have not passed at least one exam within a consecutive period of at least one year.

#### **6.7. Exemption rules**

KEA may, due to exceptional circumstances, grant exemptions from the rules in this curriculum laid down solely by KEA or together with the educational institutions offering the programme.

#### **6.8. Complaints**

Complaints regarding exams will be handled in accordance with the rules set out in Chapter 10 of the Ministerial Order on Examinations on Professionally Oriented Higher Education Programmes (the Examination Order).

##### **What may the complaint result in?**

If a student complaint is successful, they will be offered a new assessment (for written exams) or a re-exam (for oral exam). A grade cannot be changed administratively. The grade will only be changed if the new examiners award the student a different grade according to their professional assessment. The new grade may be higher or lower than the original grade.

##### **When should a complaint be submitted?**

Complaints relating to examinations and grading must be submitted within two weeks of the assessment (grade) being announced.

##### **How should a complaint be submitted?**

Complaints must be submitted individually and in writing to KEA at [kvalitet@kea.dk](mailto:kvalitet@kea.dk) stating the reasons for the complaint. Complaints submitted jointly by several students may be rejected.

##### **What may the complaint concern?**

A complaint may concern the basis for examination, the examination process or the assessment (grade).

##### **Who handles the complaint?**

Complaints are normally handled by KEA Quality Assessment. This does not, however, apply to complaints concerning the basis for examination if the exam is organised by the Danish Agency for Higher Education and Science. In such cases, the complaint is forwarded to the Danish Agency for Higher Education and Science together with KEA's opinion.