



ACADEMIC REGULATIONS FOR THE BACHELOR'S DEGREE PROGRAMME AT AARHUS SCHOOL OF ARCHITECTURE

**Semesters 1 - 6 of the architectural education
In force from 1 September 2016**

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1 General Description of Objectives, Teaching and Learning Benefits

The Aarhus School of Architecture educates students based on the motto "Engaging through Architecture". Meaning that we want to engage in dialogue with the world around us, ask questions, and provide physical solutions to society's major challenges.

That is why we have chosen to focus on sustainability (in terms of economics, resources and socially) habitation (in all forms and combinations) and transformation (the challenge of renovating and converting to other purposes very large parts of our existing building stock, urban areas and landscapes) as special focus areas: Three areas, which are distinctly qualifying, relevant to society and outreaching.

This approach should to be reflected in the content of the Bachelor's degree programme.

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The Bachelor's degree programme at Aarhus School of Architecture is an academic, artistic three-year undergraduate programme. The programme provides students with a basis for further studies on Master's degree programmes, nationally as well as internationally. The Bachelor's degree programme may also form the basis for professional employment.

The aim of the Bachelor's degree programme is:

- To educate bachelors with basic skills and insight into architecture with building art as the foundation
- To educate bachelors who are skilled at transforming given preconditions and requirements - aesthetic, functional, technical and economic - into architectural form

The Bachelor's degree programme includes:

- Exercises and tasks that develop progressively, in relation to level of study, the ability to work with specific architectural problems in a social context
- Project-based teaching in the theories and methods of the architectural discipline
- Project oriented teaching in tool-based disciplines
- Project-oriented teaching integrating basic aspects of innovation and entrepreneurship
- Project-oriented teaching of a cross-disciplinary nature involving cooperation with one or more external partners
- Lectures in statics, construction, and materials science
- Lectures and seminars/workshops in the theory and history of architecture
- Discipline-related introductory courses which through courses of lectures/assignments provide insight into theory and practice within the School's subject areas

- Self-studies in the theory and history of the architectural discipline as well as practice related to methods and tools.
- Excursions and study trips
- Answering a concluding Bachelor assignment

Learning benefits for the Bachelor's degree programme:

A bachelor from the Aarhus School of Architecture must acquire:

- Knowledge of theories, methods and practice within on or more subject areas of the architectural profession and must be able to understand and reflect on theories, methods and practices
- Skills in the methods and tools of one or more subject areas and be able to apply skills related to working within the specific subject area
- The ability to assess theoretical and practical problems and choose and provide reasons for his/her choice of relevant model solutions
- The ability to communicate discipline-specific issues and model solutions to peers as well as to non-specialists
- The ability to handle complex and development-oriented situations in work or study contexts
- The ability to independently participate in discipline-related and interdisciplinary cooperation while applying a professional approach
- The ability to identify own learning requirements and structure own learning in different learning environments

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For further information on learning benefits, please see the descriptions for the individual years of the academic regulations.

2 The Structure and Form of Studies

2.1 Study Structure

The Bachelor's degree programme at the Aarhus School of Architecture is basically divided into studies based on practice, theory and history.

2.2 Practice-based Studies

Semesters 1 and 2

In the study units of the first year, the three-year Bachelor's degree programme is introduced by consecutive courses focusing on providing an introduction to and on teaching the terminology, tools, techniques and methods of the architectural discipline on an elementary level. By the end of the second semester shall be held *an assessment of the first year of study* which is evaluated on the basis of the bachelor project (hovedogave) on semester 2.

The head of programme in conjunction with The Study Board shall lay detailed rules for carrying out the assessment of the first year of study.

Semesters 3-6

Planning and organising studies on the individual study units, including the organisation of study activities across study units, is based on affiliation with one of the three overall study programmes of the institution: Programme 1: transformation, Programme 2: habitation, and Programme 3: sustainability.

All units of study are subject to an overall structure for the academic year. During the autumn semester the focus will be on relevant research methods and techniques within practice-based research through in-depth experiments and studies. This semester is referred to as: The Practice-based Research and Development course.

During the spring semester, knowledge and competences obtained during the autumn semester will be activated in a synthesising project course, which has the art of building as its pivotal point, and which is referred to as: The Project Development Course.

On their sixth semester, students must solve a *bachelor's assignment*. The Study Board shall lay down detailed rules for carrying out the assessment of the bachelor's assignment.

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2.3 Theory and History-based Studies

Lectures on the history of architecture

From semester 1 to semester 4, students are introduced to architectural history by means of a continuous lecture series which provides an overview of the architectural history of the Western World.

Field trips

The lecture series is supplemented by a series of field trips, which provides an opportunity to encounter the historical subject matter in a physical context.

Logbook

From semester 1 to semester 4, students must keep a theory and history-specific log containing records and reflections on the continuing lecture series and the field trips carried out. The log must be submitted for assessment for the semester to be approved.

Seminar/workshop in architectural theory

During semesters 2 and 3, students are introduced to architectural theory through seminar/workshop-based courses.

Independent assignment

During semester 5 students carry out an independent assignment consisting of documentation, analysis and interpretation of a set topic. Students are required to submit this assignment for assessment in order for the semester to be approved.

2.4 The Theme of Accessibility

As a core competency of the architectural profession the programme emphasises the ability to understand culturally and physically conditioned differences of potential users as an integral part of, in particular, practice-based courses.

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2.5 Mode of Study

Students are registered with a unit of study, the teaching team of which is responsible for planning and organising studies as well as supervision duties relating to project-oriented study activities.

Project-oriented teaching is the core of the programme and aims at students acquiring academic analytical skills and skills in artistic study practices. Learning is facilitated by an openly investigative and experimenting mode of study, characterised by being based on producing actual/specific designs.

2.6 Reviews

Project-oriented teaching takes place through mutual dialogue with the study-based production of students. This requires students to regularly present their teaching materials to fellow students and supervisors in formats including: posters; reviews; presentations; pin-ups and critiques. Participation in reviews in individual study units is mandatory for all students.

2.7 Supervisors

With an emphasis on teaching through project-oriented studies, students' teachers are referred to as *supervisors*. All students will be assigned a principal supervisor who is responsible for monitoring the study progression of individual students - as a rule, one semester at a time.

2.8 Language of Instruction

The programme is taught in Danish and English.

Students should expect extensive use of specialist literature in English and an international team of teachers.

2.9 Study Log

All students are expected to keep a *study log*, to reflect on and analyse their studies. This log must be presented at the request of supervisors in connection with reviews and assessments.

2.10 Semester Progression

In addition to meeting the learning objectives of individual study components, students are expected to independently assume responsibility for knowledge, skills and competences founded in an individual semester being developed further and qualified in the following.

2.11 Returning after sabbatical leave or similar

Students who are returning after sabbatical leave, external studies, or students whose semester has not been approved must follow the current study programme for the unit they are connected with. This does not, however, apply to students on semesters 1 and 2 who after having returned must begin studying on an autumn semester of semester 1

2.12 Allocation of ECTS credits

Each semester consists of assignments, courses and project work, the completion of which is awarded with 30 ECTS credits.

For courses connected with an independently stated number of ECTS credits and assessed as approved/not approved, the aforementioned credits can only be earned through active participation. Active participation requires that student absence does not exceed 20% of the total number of days of teaching in the course.

2.13 The Physical Framework

All students are allocated work places in a studio, which, together with the school workshops, provide the framework for students' practice-based

studies. Daily presence in studios and/or workshops is considered mandatory.

The School disposes of a number of specially designated studios in which students who require access to an elevator are placed.

3 First Year of Study

Semesters 1 and 2

Exercise and assignment-based courses are characterized by providing the basis for an understanding of architecture as a practical art form. Teaching in exercise and assignment-based courses is characterised by being supported by supplementary lectures, reading, architectural theory and architectural history, as well as by a study trip.

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3.1 Exercises and Assignments (2 x 30 ECTS)

On semester 1 and 2 of the programme, students are introduced to working with methods, tools and techniques related to the architectural profession through a consistent series of exercise and assignment-based courses.

Students are introduced to architectural theory and presented with different approaches to addressing and assessing architecture.

Students are introduced to the architectural history of the Western world. In the course of the lecture series, chosen focus points of importance to the development of the architecture of the Western world provide a starting point for introducing theories related to aesthetics, history and the history of ideas.

Students are introduced to fundamental constructive principles and tectonics in relation to materials and their inherent properties. Exercises and assignments are carried out with a pre-defined focus in relation to the learning objectives of the individual exercises or assignments. Exercises and assignments are organised in such a way that students are guaranteed sufficient time to work in a spatially analytic manner, in an investigative manner and experimentally while learning new methods, tools and techniques.

Through exercises and assignments, students work with increasing complexity, so that students in addition to introducing new tools and

techniques are given an opportunity to qualify the use of already learned skills.

Basic themes for exercises and assignments:

- Form
- Space
- Construction
- Context

In practice the above themes will often overlap.

Specific components of teaching:

- Basic forms of method-practice
- Through exercises and assignments we will focus on practicing synthesising and analytical working methods respectively. In practice the above themes will often overlap.
- Tool and techniques for generating form
- The development of form and space is learned through the use of a broad spectrum of tools and techniques for generating form. For this reason the learning and ongoing qualifying of students' ability to master digital and analogue tools and techniques are incorporated as essential elements of studies on semesters 1 and 2, which are also integrated into assignments.

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Learning objectives

At the end of the exercise and assignment-based courses of semester 2, students are expected to have acquired the following on an elementary level:

Knowledge about

- The relation between methods, media, and objectives in the development of form and space
- The most important tectonic, static and constructive principles in relation to own production in studios
- Architecture of importance to own studio production
- The basic principles of drawing techniques for dual-orthogonal projection; oblique projection and axonometric images
- Accessibility
- The terminology of the architectural profession in Danish and/or English

Skills in

- The analysis of form and space, including basic static conditions
- Use of two and three-dimensional digital and analogue tools and techniques
- Seeking out and analysing architecture in digital and analogue media, as well as in a specific physical context

- The ability to understand the physically determined differences of known and potential users
- Using the terminology of the architectural profession in Danish and/or English
- Working together on study processes

Competences in

- Using, synthesising and analysing working methods for developing form and space. This includes analysing and developing form and space with attention to static conditions relevant to own studio production
- Using relevant two and three-dimensional digital and analogue tools and techniques for developing form and space, and the analysis of existing architecture
- Exploring and analysing architecture relevant to own production in studios through digital and analogue media, as well as in a specific physical context
- The ability to understand the physically determined differences of potential groups of users of relevance to own studio production
- Using the terminology of the architectural profession in Danish and/or English relevant to the students' communication of their exercise and assignment-based courses.
- Building and developing constructive cooperative relations to fellow student in a context of development processes of limited complexity
- Independently seeking out and acquiring new knowledge and skills relevant to own studio production

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Assessment

Assessment of semester 1

Semester 1 is concluded by an assessment of student participation. This assessment is carried out by the teachers of the relevant unit of study. Based on the assessment of their participation, students are graded as "approved" or "not approved". If a student is graded as "not approved", the student in question may continue studying on semester 2 of the programme on the condition that the student solves a supplementary assignment within a specified deadline. In the event that the student fails to solve this assignment in a satisfactory manner, the student will be set a new supplementary assignment. This new assignment must be assessed as "passed" or, as a minimum, receive the mark "02". If the student fails to pass this new supplementary assignment, the student in question shall not be allowed to continue studying on the programme.

Submitting the theory and history log

The theory and history log must be submitted for assessment in order for the semester to be approved.

Assessment of the first year of study

The final project should reflect the learning objectives of the first year of study. In this project the student must demonstrate that he/she masters the methods and tools which have formed part of teaching during the relevant year of study.

The year of study is concluded by an assessment of the final project (the first-year test). The assessment involves the participation of an external examiner. If the mark "00" or "-3" is given, it must be followed by a statement of the shortcomings of the project which explains the reasons for giving the mark.

In the event that a project has too many shortcomings to be assessed as "passed", the student must remedy the emphasised shortcomings and submit his/her project to be assessed anew on a specified date in the middle or end of August. A new external examiner shall be chosen for the re-exam.

In the event that a student does not, as a minimum, obtain the mark "02" at his or her second examination attempt, the student in question shall be allowed a third and final attempt to remedy the stated shortcomings of his/her project, the student must then submit his/her project for assessment the following January. If the project cannot then be assessed as "passed", the student in question shall not be allowed to continue his/her studies and shall be deregistered administratively.

Grading

The assessment of the first year of study shall be graded using the Danish 7-point grading scale.

The assigning of marks is based on an assessment of the extent to which a student shows that he or she meets the learning objectives stated in the academic regulations.

Pass requirements:

In order to pass, a student must obtain the mark 02 or higher in the assessment of the first year of study.

Submitting the theory and history log

The theory and history log must be submitted for assessment in order for the semester to be approved.

4 Second Year of Study

Studies on the second year of study are divided into the following components assigned ECTS credits:

- Practice-based Research and Development Course (30 ECTS)
- Project Development Course (30 ECTS)

The practice-based research and development course on semester 3 is characterised by being an introduction to practice-based research. The subsequent project development course on semester 4 provides students with an opportunity to incorporate experience from the practice-based research and development course on semester 3.

The practice-based research and development course and the project development course are supplemented by lectures, reading, and, possibly, short-term excursions or study trips.

During semester 3 is held a course in the field of technology as well as a theory course connected with the individual study programmes.

During semesters 3 and 4 is held a lecture series in architectural history supplemented by field trips.

The following describes the individual components that are assigned ECTS credits and their learning objectives divided into semesters 3 and 4:

Semester three

4.1 Practice-Based Research and Development Course (30 ECTS)

The practice-based research and development course is characterised by students carrying out within a delimited area of investigation focused, practice-based studies of relevant conditions for envisioning and/or producing architecture.

Students are introduced to architectural thinking and relationships between *theories* and *works* in recent architectural production.

A lecture series held during semester 3 aims at introducing students to the architectural history of the Western World. In this lecture series, selected focus points of importance to the development of the architecture of different cultures provide a starting point for introducing the theories of aesthetics and history as well as theories relating to the history of ideas. This lecture series is supplemented with city walks/field trips.

In January the following two courses are held:

A course in technology introduces students to the basic constructive principles and to tectonics in relation to materials and their inherent properties. The second course is a course in architectural theory based in the focus area of the specific study programme.

The courses are assessed as 'approved'/'not approved' based on active participation. A course assessed as 'not approved' is considered part of a grade and will consequently affect the final grade awarded for the semester.

In connection with the practice-based research and development course, short-term excursions and/or possibly a study trip may be arranged.

Learning objectives

By attending practice-based research and development courses on semester three, students must acquire:

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Knowledge about

- Practice-based research on an elementary level
- The study unit's subject area of investigation on a general level
- Aspects that are important for the students' own practice-based research and development courses on an advanced level

References of relevance to the students' own practice-based research and development course

Skills in

- Implementing development processes with a focus on the creation of form and space
- Data collection and notation, including searching for references
- Data processing and analysis, including graphic communication
- Programming and designing studies and experiments
- Using analogue and digital form-generation tools and techniques
- Documenting and communicating processes of research and development

Competencies in

- Implementing reflected data collection of limited complexity, including the selection and analysis of examples of relevance to students' own practice-based research and development courses
- Implementing reflected data processing and data analysis of limited complexity in the form of graphic communication of relevance to the students' own practice-based research and development courses
- Implementing analysis as a basis for programming and designing studies and experiments of a limited complexity
- Using analogue and digital form-generation tools at an elementary level in research and development processes

- Reflected documentation and communication of research and development processes of limited complexity, including an account of sub and main conclusions deduced during the process
- Implementing development-oriented cooperation with peers based on an overall shared framework

Assessment

Assessments shall involve the participation of two evaluators, of which one has as a rule been principal supervisor for the practice-based research and development course of the student in question.

It must be ensured that the performance of the student in question can be assessed individually.

Grading

The practice-based research and development course on semester 3 shall be graded using the Danish 7-point grading scale. Assigning grades shall be based on the extent to which the student in question is able to demonstrate meeting the learning objectives of the academic regulations.

Pass requirements

In order to pass, a student must for the assessment of his/her practice-based research and development course obtain the mark 02 or higher.

Submitting the theory and history log

The theory and history log must be submitted for assessment in order for the semester to be approved.

Semester 4

4.2 Project Development Course (30 ECTS)

The project development course is characterised by students carrying out focused, project-oriented studies in the form of architectural modifications of an existing physical context.

The project development course aims at providing students with an opportunity to incorporate knowledge, experience and results from the practice-based research and development course during semester 3.

An assignment framework defines conditions and requirements for project development processes that apply to all students of the unit of study. The project development course is supplemented by lectures and other common study elements.

Students are introduced to digital tools through courses in digital fabrication. In these courses students obtain an insight in special relations between digital design tools and the subsequent production of three-dimensional elements and objects.

A lecture series held during semester 4 aims at introducing students to the architectural history of the Western world. In this lecture series chosen focus points of importance to the development of the architecture of different cultures provide a starting point for introducing the theories of aesthetics and history as well as theories relating to the history of ideas.

The lecture series is supplemented with city walks/field trips.

In the course of semester 4 will be held a course of a longer duration introducing the school's digital fabrication tools. This course allows students the opportunity to work with a selection of the digitally based machines that are part of the school's workshop facilities.

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In connection with the course may be arranged short-term excursions and, possibly, a study trip.

Learning objectives

By participating in the project development course, students on semester 4 must acquire:

Knowledge about

- Data registration, notation, representation and analysis
- Relevant resource issues in relation to the completed project development course
- Constructional principles and technologies of substantial importance to the completed project development course
- Architectural references of relevance to the completed project development course

Skills in

- Data registration, notation, representation and analysis
- Implementing project development processes as a basis for programming studies of and experiments with form
- Choosing and applying digital and analogue tools and techniques relevant to project development processes
- Digital and analogue documentation and communicating graphically
- Collecting, analysing and incorporating architectural references in project development processes
- Applying the terminology of the architectural profession

Competences in

- Prioritising study efforts of importance to translating given conditions and requirements into architectural form

- Investigative data collection, notation and analysis of limited complexity, including reflected analysis and incorporating relevant architectural references in project development processes
- Implementing analyses as a basis for programming form studies and for experiments that provide a basis for further project development
- Choosing and integrating relevant parameters for the construction of form studies and experiments of limited complexity
- Implementing graphic, digital and analogue communication of project development processes of limited complexity, including providing an account of significant conclusions and choices that have affected the process
- Introducing, in a reflected way, digital and analogue tools and techniques in project development processes
- Applying the terminology of the architectural profession to own project development processes in a reflected manner

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Assessment

The assessment of students' combined project development courses shall involve the participation of two evaluators, of which one has, as a rule, been principal supervisor for the student in question.

It must be ensured that the performance of the student in question can be assessed individually.

Grading

The combined project development courses from semester 4 shall be graded using the Danish 7-point grading scale. Assigning grades shall be based on the extent to which the student in question is able to demonstrate meeting the learning objectives of the academic regulations.

Pass requirements

In order to pass, a student must, for the assessment of the combined project development courses, obtain the mark 02 or higher.

Submitting the theory and history log

The theory and history related log must be submitted for assessment in order for the semester to be approved.

5 Third Year of Study

Studies on the third year of the Bachelor's degree programme are divided into the following components assigned ECTS:

- Practice-based Research and Development Course (30 ECTS)
- Project Development Course (30 ECTS)

The practice-based research and development course on semester 5 is based on the use of methods within practice-based research. The

subsequent project development course on semester 6 gives students an opportunity to incorporate knowledge and results acquired from the practice-based research and development course during semester 5. The practice-based research and development course and the project development course are supplemented by lectures, literature studies and, possibly, short-term excursions and study trips.

During semester 5 is held a relatively short practical course which includes an introduction to software relevant to projecting, building legislation, and the modes and phases of cooperation of the building industry, supplemented by an internship period in a relevant company.

The following describes the individual components assigned ECTS credits and their individual learning objectives divided into semesters 5 and 6:

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Semester 5

5.1 Practice-Based Research and Development Course (30 ECTS)

The practice-based research and development course is characterised by students carrying out within a delimited subject area of investigation focused, practice-based studies of relevant conditions for envisioning and/or producing architecture.

During semester 5 students also work on an independent assignment relating to the teaching of architectural history of the previous semesters - in this assignment students must demonstrate that they are able to activate the knowledge acquired through the preceding history lectures and field trips.

In connection with the course may be arranged short-term excursions and, possibly, a study trip.

5.2 Practice-related course

During semester 5, a one-month practice-related course is held. The course consists of an introduction to projecting tools relevant to practice, terminology and legislation relevant to practice, and a three-week training period.

The course is concluded by joint and individual reflection.

Learning objectives

By participating in practice-based research and development courses on semester five students must acquire the following:

Knowledge about

- Practice-based research
- The subject area of investigation of their unit of study, on an overall level
- Aspects that are important for the students' own practice-based research and development course on an advanced level
- References of relevance to the students' own practice-based research and development course

Skills in

- Implementing development processes focusing on the creation of form and space
- Data collection and notation, including searching for references
- Data processing and analysis, including communicating through digital graphics
- Organising studies and experiments
- Choosing relevant media for studies
- Using analogue and digital tools and techniques
- Documenting and communicating research and development processes

Competencies in

- Independent implementation of reflected data collection of some complexity, including the selection and analysis of examples of relevance to own research course
- Independent implementation of reflected data processing and data analysis of some degree of complexity
- Carrying out analysis independently as a basis for programming and designing studies and experiments of a limited complexity
- Using analogue and digital form-generation tools and techniques for research and development processes in a reflected manner
- Reflected documentation and communication of research and development processes of limited complexity, including an account of the sub and main conclusions resulting from the process
- Implementing development-oriented cooperation with peers based on a general overall framework

Assessment

Assessment shall be carried out with the participation of two evaluators, of which one has, as a rule, been principal supervisor for the practice-based research and development course of the student in question. For the assessment, it must be ensured that the performance of the student in question can be assessed individually.

Grading

The practice-based research and development course on semester 5 shall be graded using the Danish 7-point grading scale. Assigning grades shall be based on the extent to which the student in question is able to demonstrate meeting the learning objectives of the academic regulations.

Pass requirements:

In order to pass, a student must for the assessment of his/her practice-based research and development course obtain the mark 02 or higher.

Independent assignment in architectural theory and history

An independent assignment consisting of documentation, analysis and interpretation of a set subject must be submitted for assessment in order for the semester to be approved.

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Semester 6:

5.3 Project Development Courses and Portfolio (Bachelor Project 30 ECTS)

The Project development course is characterised by students carrying out focused, project-oriented studies.

The project development course aims at providing students with an opportunity to incorporate knowledge, experience and results from the practice-based research and development course on semester 5 and to direct their academic focus towards the coming specialised studies on the Master's degree programme.

An assignment framework defines conditions and requirements that apply to all students on a unit of study. For students on semester 6 this framework is supplemented and specified together with the supervisor. The project development course is supplemented by lectures and other joint study elements.

In connection with the project development course during semester 6 may be arranged short-term excursions and, possibly, a study trip.

Learning objectives

By participating in the combined project development course, students on semester six must acquire the following:

Knowledge about

- Data registration, notation, representation and analysis.
- Relevant resource issues in relation to the completed project development course
- Constructive principles and technologies of substantial importance to the completed project development course
- Architectural references of relevance to the completed project development course

Skills in

- Data registration, notation, representation and analysis
- Implementing project development processes, including data analysis, as a basis for programming studies of and experiments with form
- Choosing relevant media for studies relating to the objectives of studies of and experiments with form, including selective use of digital and analogue tools and techniques in project development processes
- Documenting and communicating projects using digital and analogue graphics
- Collecting, analysing and incorporating architectural references in project development processes
- Using the terminology of the architectural profession

Competences in

- Prioritising independently study efforts for translating given conditions and requirements into architectural form
- Independently reflected data collection, notation and analysis as well as the introduction of relevant architectural references
- Carrying out analyses independently as a basis for programming, form studies and experiments of some complexity
- Selectively incorporating and learning to use digital and analogue tools and techniques in project development processes
- Developing digital and analogue form and space
- Communicating development processes of some complexity in graphic form in a reflected manner
- Using the terminology of the architectural profession for the student's own project development process in a reflected manner

Assessment

Assessment of students' combined project development courses shall involve the participation of one internal examiner and one external examiner, the latter of which shall, as a rule, have been principal supervisor for the course in question.

For the assessment, it must be ensured that the performance of the student in question can be assessed individually.

Grading

The total project development course of semester 6 shall be graded using the Danish 7-point grading scale. Assigning grades shall be based on the extent to which the student in question is able to demonstrate meeting the learning objectives stated in the academic regulations.

Pass requirements

In order to pass the assessment of the total project development course, a student must obtain the mark 02 or higher.

5.4 Portfolio Containing Reflection on the Study Processes of Semester 6

Portfolio

Students are required to develop portfolios which should, by means of reflected selection and subsequent reworking of teaching materials, document the academic subject matter of study processes carried out during semester 6.

The production of a portfolio begins with the development of a concept for a presentation that can provide an overview of and an understanding of the academic subject matter of the study processes of semester 6, independent of whether the student is present in person.

Reflection

On the basis of their own work, students are to reflect on the study processes and/or production of semester 6.

Submitting a portfolio including the above reflection is a requirement for approval of the semester.