

PROGRAMME DESCRIPTION

FOR

BERGEN SCHOOL OF ARCHITECTURE

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BAS PROGRAMME DESCRIPTION

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BAS PROGRAMME DESCRIPTION**CHAPTER I INTRODUCTION****Summary**

Bergen School of Architecture is a new institution. The school seeks to encourage broad-based professional development and ensure that the study of architecture is fit for our times in order to create buildings that respond to the political, social and ethical principles that society has committed itself to.

As the programme description stipulates, the architecture programme must be founded on an acknowledgement of the present. This means that the role and profile of the architect is constantly changing in step with an ever evolving and developing society. Generally speaking, this concerns our responsibility for our shared physical environment and for developing the social aspects in our communities. In particular, it concerns architecture as a standard-bearer of our culture. The programme recognises the philosophy of science, the value of the arts and the need to be an actively creative force.

The BAS programme involves diverse and varied interaction with our partners. Our partners are educational institutions and public and private institutions that can provide both content and correctives to the school. The school has been cultivating a partnership with the University of Bergen (UiB) for a number of years. Many of the courses included in the architecture programme have been designed by the university. Contact with the practice field and the profession is an equally important factor on the programme, as are reciprocal influences between the school, other parts of Norway and other countries.

The BAS programme is an intensive 5-year programme comprising two levels lasting three and two years respectively. The courses at Foundation Level are obligatory, and the level concludes with an exam after Year 3.

Advanced Level comprises obligatory and elective courses as well as a final exam project. The architecture programme encompasses a broad range of subjects, organised into four main modules: (1) Architecture, Planning and Design, (2) Technology, Construction Engineering and Administration, (3) Creative arts and free expression, and (4) Complementary theory / university courses.

The tuition is given at BAS and at the University of Bergen (UiB). The students follow the tuition and study all modules concurrently. Over the course of the programme, the four modules are frequently integrated with assignments, seminars and occasionally lectures. In terms of study methods, BAS emphasises drafting and full-scale construction in the field as well as broad and face-to-face contact with society and individuals with practical experience and specialist knowledge relevant to the architect's vocation and insight.

Theory is taught and exams held at the UiB. The subjects have been chosen in light of the planning and architecture elements. The selection reflects our findings over the past couple of decades, especially in regard to the relationship between society and humankind, as well as the implications of planning and building for a large number of people.

The BAS architecture programme – a professional and academic alternative

A brief history

The Bergen Arkitektforening has been working to establish a school since 1964. In terms of academics, it has been looking at different types of courses for architects and students since 1968, culminating in a programme design and academic philosophy. The organisation has also been working closely with the University of Bergen to tailor relevant theory subjects for the architecture programme and for architectural practice.

BAS opened in autumn 1986, offering a 5-year architecture programme. The launch was preceded by a unanimous vote by the AGM of the Bergen Arkitektforening earlier in the year. A working committee set up by the Bergen Arkitektforening was tasked with establishing the school. The committee served as an interim board until 1989, when BAS was incorporated as a foundation.

It is therefore a new school, established as a result of the need to train more architects in Norway and to fulfil more new architectural commissions across the country than is currently possible. For that reason, the school is based in a different region from Norway's other two architecture schools.

The first cohort of students (18 in total) was admitted in the autumn of 1986. New cohorts have been accepted every year since then. Student representatives have also served on the interim board. BAS currently has some 110 full-time students.

The role of the architect

Every period in history faces its own unique challenges, and new ways of solving those challenges are needed when existing methods no longer suffice.

Everyone in Norway is building – and all of them need professional assistance. Today's architect exists for the benefit of a democratic society.

Architects do not only work on public buildings and major private investment projects. They – and the art of building design – are part of our collective culture. We cannot distinguish architecture from design when it comes to building modern society. Besides, society needs a diverse range of architects. More and different architecture schools are one solution to that challenge. A new school of architecture is needed, and it needs to stand out from the rest.

BAS has accepted the challenge, and its programme description and teaching methods reflect the task at hand. They have been developed and trialled in the initial stages and in the years the school has been operating.

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The study programme is partly field-based, where the conditions for building and living can be seen first-hand, and partly university-based, where scientific study and discussion can take place. The programme centres around two key pillars:

- the concrete situation and the people we design for
- a professional foundation and reference

In other words, on the one hand is the interaction with the task and with the conditions under which we will be working and on the other the theory we investigate at the university. In between these two points of reference we undertake practical design work and exercises in the drafting room and in the practice studio. The design and practice process is demanding and intense.

Unique to BAS is the concrete, physical experience that the students gain in their studio work and in the field. The theory aspect is addressed and clarified.

The students will gain first-hand experience of local settlement patterns and building history, climates and landscapes in the field – by the ocean, in the fjords and in the valleys. Lectures and seminars on theory are given concurrently both in the field and at the university. Since architectural history, settlement patterns and town planning are all part of our shared European cultural history, the fieldwork conducted at BAS also extends to European cities. To date, BAS students have investigated towns and cities by the North Sea and in the Mediterranean. As their economies improve, we must also start looking at large modern cities outside Europe in order to explore and gain experience of locations where different economic and demographic factors result in different conditions for organisation and design. A vibrant university department serves as an arena for literature and debate.

Co-operation and participation

Co-operation and participation are key to BAS, to our working methods in the field and to development in local communities.

We are facing big challenges with regard to settlement patterns and organisation, both in the physical and the social environment. We must work closely with residents to listen and watch and to adopt this as a working method. Without close co-operation, the work of the architect remains mere ideas on the drafting table.

The natural and social sciences studied at the university give the students a systematic introduction to interpreting the tasks at hand.

Philosophy and history are studied to provide a broad cultural background – both in relation to cultural heritage and hard knowledge. Philosophy of science is crucial to being able to navigate the field and critically discuss the issues in question.

Working for the people

Architecture arouses feelings, and there are no textbook answers. Rather, the architect must identify with the user, with the people and groups of people they are designing for. The key is to always put people as a subject first. This is challenging yet nonetheless essential. It is something that is easy to forget or remain passive towards.

The user must never be reduced to the role of client and treated as uninformed, incapable or without responsibility. The person or persons we design for must be proactive participants. This is all too easy to forget as we pore over materials and drawings. An architect must devote much of their time to physical shapes, concrete objects and abstract and physical structures. When doing so, we are often prone to putting people second and objectifying everything and everyone involved in a project. It is easy to become superficial in our approach, failing to constantly seek, talk, interpret and create. BAS is thus seeking to stake out an alternative path for training new architects with this in mind.

You do not *deal with* people, you engage with them. The people involved in a project have willpower and rights. Their lives and lifestyles must be accommodated. They must be given the space and opportunity to exercise their prerogative.

BAS places great emphasis on practice and personal experience and on general cultural awareness, correlations and understanding over isolated knowledge acquisition.

The University of Bergen is a vital source of support, including its philosophy and social anthropology departments. These departments specialise in subject-orientated study, both in the social sciences and in the interpretation of human needs and behaviours. BAS has designed the programme in line with this scientific approach.

This corresponds to architectural practice as it always has been and always should be in the sense that it is the person for whom the architect is designing who is the subject. The subject is defined as a fixed point of reference in the first three years of the programme (Foundation Level), while at Advanced Level the subject is the person or persons being designed for, e.g. more diverse groups and multiple, different people.

The first year looks at the person the student knows the best, be it themselves or a person with whom they have a direct relationship.

In the second year the subject is an interest group that the student must identify with. The third year focuses on society as a whole. Although the subject is less unambiguous at Advanced Level, it still emphasises personalisation. In this day and age it is essential to practise a non-technocratic approach. This relates to our participatory and moral responsibility and empathy with the people we are working for.

Programme structure

The programme lasts 5 years and is organised into two levels, 3 years + 2 years. There is also scope for completing a third level lasting 2 years and leading to a qualification equivalent to a university degree at the same level, see Chapter VI.

There are two main exams on the main programme: one after completing the Foundation Level and the second main exam, after five years, in the form of a final, qualifying project.

The programme is structured into four integrated main modules.

- 1.0. Architecture, Planning and Design (APP)
- 2.0. Technology, Construction Engineering and Administration (TTA)
- 3.0. "The Other World" – developing creative skills and personal expression (DAV)
- 4.0. Complementary theory (KTF)

Architecture, Planning and Design is the most extensive module on the programme.

All courses in this module at Foundation Level are obligatory, as are the courses in the modules Technology, Construction Engineering and Administration, and "The Other World". Subjects studied at the University of Bergen are partly obligatory and partly elective. The subjects are integrated and complemented with other theory subjects at BAS.

At Advanced Level the students must choose between courses from the APP module, while TTA and "The Other World" courses are scheduled in accordance with the APP courses.

University courses are taught and exams held at the university. The subjects have been chosen in light of the planning and architecture elements. The selection reflects our findings over the past couple of decades, especially in regard to the relationship between society and humankind, as well as the implications of planning and building for a large number of people and preventing damage to the physical and natural environment.

There is a variety of teaching and study formats:

Fieldwork and exercises
Literature study
Exercises in form
Design
with introductory and indirect exercises.

The work is carried out partly in groups, partly individually.

Outside the academic semesters we also hold voluntary summer courses open to non-BAS students.

CHAPTER II ACADEMIC CONTENT

1.0 MODULE: ARCHITECTURE, PLANNING AND DESIGN – APP

Architecture, Planning and Design is the main module on the programme.

1.1 Foundation Level – APP

At Foundation Level APP provides a general introduction to the architecture profession with the reference: *subject, or you and I*. Over the next two years the module consists of in-depth study and analysis of relevant topics.

1.1.1 Introductory course (1st semester)

The course includes field trips with analyses of historical settlement patterns and building types as well as investigations into physical geography. This is followed by basic design exercises, surveying, restoration and conservation. Study of human activity and how basic chores are performed in different cultures. Free design and presentation exercises. Study of visual structures. Public exhibition.

Objective:

- learn about settlements and construction in a straightforward way by studying the earliest settlements on the coast
- learn about the conditions imposed by the landscape and climate
- analyse and identify the conditions for house-building in relation to commerce, the soil, the wind and ocean, port facilities and transport
- learn about measurements and dimensions and the need for space for one or more persons in the positions lie, sit, stand and walk
- learn about various basic domestic chores in different countries and households
- study the make-up of settlements and farmsteads where the residents are dependent on each other
- examine the design of private and public communal spaces on a farmstead
- practise design in response to elementary questions, and
- present and exhibit works in public

Methodology:

Field trips, study of historical settlements both by the ocean and in the valleys. Landscape analysis, situation analysis, surveys of ruins and buildings, restoration for conservation and maintenance of selected buildings, historical examples. Surveys of human behaviour, of the self, self-study of chores in different cultures. Presentations in different formats, full-scale, models and drawings.

Design, working with the landscape, use of selected rooms in existing buildings and on farmsteads. Short exercises will be set as an introduction to more extensive assignments. Seminars and lectures.

Design exercises. Exhibitions.

1.1.1 Introductory course 2 (2nd semester).

Practical, creative design exercises. The exercises are basic, not complex. They involve the design of indoor and outdoor utility spaces for few people and for many people. Conceptual thinking is encouraged.

Objective:

- recognise the breadth of topics that architecture encompasses
- create spaces for humans in different situations and for different purposes
- practise architecture with a view to creating situations for the students themselves, situations for their friends, and spaces in which to meet strangers
- work on existing buildings with long-standing traditions
- make the buildings useful for our time and for ourselves

Methodology:

Design, drafting in the form of drawings and models, full-scale, in-situ. Prepare exhibitions, drawings and models. Lectures. Reviews.

1.1.3 Year 2 (reference/subject: interest group).

In Year 2 the programme focuses on particular interest groups that the student architects must identify with. The programme description stipulates 5 different assignments, 5 different groups with their respective wishes and needs. The students should identify, elucidate, manifest and meet their differing elementary needs. Year 2 includes an extended and varied study trip in addition to travel and field studies associated with the different assignments.

The assignments are supplemented with concurrent courses on construction engineering and technology, which will be integrated in the design and planning assignments.

Objective:

- design usage situations and spaces for other people/interests
- identify with different interest/user groups
- make contact with such groups and design their needs
- practise making the users the subject
- practise dialogue with the users

Methodology:

Design, drafting in the form of drawings and models, full-scale, in-situ. Discussions with user/interest groups. Situation analysis. Group work and individual work. Prepare exhibitions of drawings and models. Lectures. Individual project supervision. Joint reviews.

1.1.4 Year 3 (reference/subject: society)

Both semesters in Year 3 concern planning and construction. Broadly speaking, the students will familiarise themselves with and actively identify the architect's role in an evolving world. The objective is to help create the future.

The course is complex and holistic in terms of subjects and assignments. Multiple factors must be taken into consideration. Social – the town or village is at the heart of and the main reason for the building project. Historical. Functional. Physical. Our time – a reflection of our time. Humans' freedom to act and to decide.

Objective:

- gain knowledge and understanding of construction in a complex society and of building and designing for society and institutions
- identify with the subject/people as the users of community buildings and the built environment

Methodology:

Fieldwork. Construction in 1:1 (full-scale). Field studies in Norway and abroad. Design project over 2 semesters, drafting, modelling. Individual supervision and lectures, seminars, joint reviews.

1.2 Advanced Level – APP

At Advanced Level the students tackle increasingly complex problems in every subject. In APP this involves advanced study of various topics, in-depth specialisation, further theoretical analysis and more methodical investigations. The students must define their own objective for the project. The reference is broader and the problems more complex, requiring further breadth of knowledge, questioning and theoretical discussion. The students will be working with community actors on relevant tasks. They should seek to establish an ideological, moral platform for their architectural practice.

1.2.1 Years 4 and 5

The reference/subject will be defined for each assignment as part of the project. The subject may be individuals, interest groups and society at large.

Three semesters. The programme comprises multiple courses and topics. The courses may last up to one semester, and the students may opt to continue and expand on a given subject relating to their final project.

Each course is selected in consultation with the main teacher. The courses should cover the full breadth of subjects in architecture.

The chosen courses (minimum 3) include obligatory modules on technology, administration and selected complementary theory subjects.

Objective:

- analyse key problems relating to building and construction in today's society
- assume personal responsibility for building and design projects

Methodology:

Individual arrangements for different subjects and assignments for limited groups of students.

1.2.2 Final project

The BAS programme culminates in a final project. The project description must be approved by the examination committee before it can commence. In addition to the main topic, the project may also include specialised courses from other modules, including supporting or complementary subjects.

Objective:

- qualify the student for working independently as an architect.
- the project description is founded on a topic or subject chosen as the main topic and has been formulated and agreed individually or for a group together with the main teacher.

2.0 MODULE: TECHNOLOGY, CONSTRUCTION ENGINEERING AND ADMINISTRATION (TTA)

TTA involves analysing and understanding problems, technical matters, finance and administration and executing building projects. The module covers structures, construction, construction engineering, building engineering physics, building services, technical courses on lighting, acoustics and air, municipal engineering and other planning disciplines as well as project management finance, project administration and construction management.

The students will be given a technical and analytical introduction to the module and associated problems. The introduction will emphasise environmental considerations and controlling the impact of technical installations on nature, cultural landscapes and urban landscapes.

The courses are co-ordinated with the design and planning module (APP) and integrated with the exercises set in that module.

2.1 Foundation Level TTA (Years 2 and 3).

Short intensive courses scheduled in accordance with project assignments. The module takes a practical approach to problem-solving.

TTA methodology at Foundation Level:

Intensive introductory courses, lectures and seminars.
Exercises integrated in design and planning assignments in the APP module.

Basis for assessment:

Mandatory attendance and submission of work and portfolio.

TT1: Materials courses

- timber
- brick
- metal
- concrete
- synthetic and composite materials

Objective:

Practical knowledge of common building materials used in Norwegian coastal areas and hinterlands and their composition.

TT2: Building engineering physics

Building engineering physics is a practical subject. Analysis of building damage and repair as well as problem-focused exercises. The subject provides an insight into common problems in Nordic climates with particular emphasis on exposed locations. Introduction to terminology, rules, regulations, building control and Norwegian Standards (NS).

Objective:

Independent work – understanding the behaviour of buildings and building engineering solutions.

TT3: Structures – construction – statics.

Composition of various materials, different constructions and construction methods, analysis of material and building properties. Knowledge of rudimentary physics and static load-bearing capacity, different forms of energy transfer and load-bearing capacity.

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The course should provide insights and all-round experience, not to be able to perform mathematical calculations of dimensions but to establish how different constructions and materials behave.

TT4: Construction engineering

Composition of building components. Practical solutions for different outdoor and indoor climates and in different geographical settings. Standard and customised solutions. Byggforsk (NB1) and Norwegian Standards (NS).

Objective:

The course should provide an insight into the construction of building components, floors, external walls and roofs in different Norwegian climates.

TT5: Building services:

- sanitary fittings and planning
- heating and heat sources in buildings
- ventilation
- lighting

Objective:

Insights into issues surrounding modern-day indoor climates and current technical solutions.

TT6: Building security and communications

Infrastructure or internal communications systems in buildings or larger structures/installations: fire, radiation and leakage protection, various alarm systems, telephony, low-voltage systems.

Objective:

Insights into modern alarm and communications systems.

TT7: Roads and traffic

General introduction to road planning. The road planning course is linked to infrastructure and the study of architectural spaces.

Objective:

Practise designing roads in the landscape and insights into infrastructure.

2.2 Advanced Level. TTA (Years 4 and 5)

General and obligatory specialised courses on particular topics and in connection with and depending on the final project. Areas of study:

- materials
- building engineering physics
- construction
- construction engineering
- HVAC
- roads and traffic
- finance and administration

Objective:

Qualifying technological insights in order to comprehensively master and practise the architecture profession.

Methodology:

Especially designed courses on topics and problems reflecting the complexity and requirements of the design and planning assignments (APP) at Advanced Level.

3.0 Module: “The Other World”

The module is linked to the world of art. Visual and plastic form, individual expression and visual communication. The work on this module involves developing the students' visual perception and creative forms of expression in order to give form and question the meaning of form. It also covers reading and storytelling, analysis and exhibitions – visual, plastic, spatial, meaningful – from the creator to the audience.

Exercises and study processes adopt a variety of tools and modes of expression to develop the students' vision and expression.

Work on this module primarily concerns personal development. Exercises will be selected on that basis and will be highly varied.

The students will be working on individual objects, multiple objects and more complex settings.

3.1 Foundation Level – DAV (rudimentary exercises).

The exercises range from atmosphere or character reading and replication, involving landscapes, intimate situations, the seasons, daylight, different types of twilight, music, poetry and other organic worlds, to notions of the invisible or unfinished. All these worlds exist in our perceptions – or they come to exist in them through action or through acknowledging their existence.

Objective of Foundation Level:

- elicit and stimulate the students' individual sensory skills, analyse and practise personal expression.

- this personal and individual work will be assessed in relation to a public exhibition.

Encounters with different worlds, different expressions and different moods. The topic concerns both our sensory world and our notions.

Methodology:

Group exercises, individual supervision and modification, joint reviews, individual assessment and critique.

3.1.1 Year 1, 1st semester (autumn).

explore routine situations, natural and cultural landscapes, examine them to identify different moods and the elements that create these moods
explore different types of music
explore written poetry, explore the notions the students conjure up
explore the students' individual limits of expression through practice and replication.

3.1.2 2nd semester (spring).

The students pursue 4 parallel paths.

- through the imaginary rule-bound world
(the world of geometry)
- through "le grand nombre"
- through the general, holistic sensory world
- through spatial agency

3.1.3 Year 2

Continuation of the 4 paths from the previous semester.
Public exhibition outside the school.

3.1.4 Year 3

- space and object
- visual structures

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3.2 Advanced Level. DAV. (advanced exercises).

Specialised courses

The exercises are set by the main teacher / course co-ordinator for individual students or groups of students.

They cover:

- the world of art
- expansion of the world of art
- moving boundaries, analysing the unanalysed
- demonstrating the unformulated
- public discourse, visual discourse
- visualisation
- creating connections
- visualising/creating new totalities

Objective:

expand and connect with “the other world”, expand on the concept of form, practise expressions and analysis in a composite form, and analyse situations surrounding complex spaces.

Methodology:

Group exercises, individual supervision and critique.

4.0 Complementary theory / subjects taken at the University of Bergen (KTF.)

The courses taken at the University of Bergen have been selected by BAS in close consultation with the respective departments and faculties.

Each course has been especially designed for the architecture programme and in line with the requirements of the programme and the respective departments, as have the syllabus and exam formats. Together, the courses taken at the university should provide a broad theoretical basis, a scientific introduction to disciplines relating to the physical and social environment in cultural history, architectural history and philosophy. The courses should give the students insights and an introduction to methodical interpretation.

The courses available to BAS students are divided into 3 categories:

- obligatory courses
- obligatory elective courses (the programme description stipulates how many courses/units)
- elective and recommended courses

The students should choose a broad range of courses in consultation with their main teacher and individual BAS supervisor.

The theory courses at both the university and BAS must be integrated with the rest of the architecture programme, including the field studies, design projects and theory seminars.

The university courses are supplementary courses scheduled throughout the architecture programme and taken concurrently with the other courses at both Foundation and Advanced Level. The tuition at the University of Bergen is delivered by the respective departments, which also design the syllabi and exams. Complementary theory is also integrated in the tuition provided at BAS, in the field, in lectures and seminars, projects and planning assignments.

4.1. Obligatory subjects – KTF.

4.1.1 Building and architectural history.

The module involves a fundamental examination of our building and architectural history seen from our cultural perspective and other cultural perspectives.

The tuition covers styles of expression, construction methods and technology reflecting social organisation and forms of government as well as landscape, climate and way of life. The subject covers architectural heritage, building heritage and references and the basis for our cultural identity in this particular context.

Objective:

acquire methodical and professional insights as well as a professional basis for applying literature and scientific data when working as an inquiring architect

seek a base and identity and learn from the history of building and architecture

discover, understand and recognise correlations and different interpretations in order to use, refine and uphold our heritage

place ourselves and our times in a cultural and historical context.

Methodology:

Lectures, theory seminars, field studies, literature studies.

The tuition will be integrated with the rest of the programme in terms of APP field exercises and exercises at BAS.

4.2 Obligatory elective subjects – KTF.

The topics covered by these courses provide an essential theoretical basis for a practising architect. The students must take at least two courses, one from the first group of three (4.2.1 – 4.2.3) and one from the second group of three (4.2.4 – 4.2.6). BAS advises the students to take additional subjects, especially from the first group of three.

4.2.1 Philosophy.

This course provides an elementary introduction to the history of philosophy, rudimentary formal logic and the main schools of the philosophy of science. Emphasis will be on discussing and interpreting art in general and architecture in particular. The list of leading thinkers includes Aristotle, Descartes, Kant, Wittgenstein and Heidegger. The philosophy of science is concerned with hermeneutic interpretation and the place of the human person as an independent, acting subject.

Objective:

let the students familiarise themselves with scientific thinking, epistemology and the development of mankind's place in scientific theory and practice.

analyse theory to be able to describe that which is unknown and unfinished, interpret human expressions and actions, and discuss and interpret art and architecture.

Methodology:

lectures, literature studies and theory seminars.
compare philosophical questions and theories and architectural/artistic practice.

4.2.2 Archaeology.

A general introduction to the development of cultures and civilisations, our background in the history of human settlement, building methods and organisation, use of tools, materials and technology.

The correlations between settlement trends and patterns in different regions, economic activity in relation to landscape and climate and to amenities and material resources.

Objective:

- conduct situation analyses in the field of settlement and building conditions and make active use of concept analysis of building methods and settlement patterns

- analyse and understand cultural backgrounds and correlations

- be familiar with and understand the development of settlement patterns in different countries and cultures

- analyse fundamental concepts of settlement patterns and localities, design and building and the use of materials, resources, tools and other amenities.

Methodology:

- lectures, theory seminars, literature studies, field studies.
- integrated field studies in APP analysis and project assignments.

4.2.3 Social anthropology.

General and methodical introduction to different cultures and social units and their distinctive forms of expression, references and forms of organisation. Knowledge and analysis of the conditions for creating communities, homesteads and personal and collective identities. Analysis of the physical environment, buildings and visual expression in this context. Interpret and identify visible creative actions and particular expressions when establishing and developing dwellings and communities, different groups and different situations.

Objective:

general cultural knowledge and insights into cultural variations
 cultural understanding and respect for different community structures and human identities

gain insight into and practise social anthropological working methods and methodologies

establish a basic premise for reading and applying scientific literature and for working with social science consultants or partners in community planning and environmental development.

Methodology:

Lectures, theory seminars, literature studies.
 The tuition will be integrated with the rest of the programme in terms of APP field exercises and exercises at BAS.

4.2.4 Plant ecology.

4.2.5 Local climatology.

4.2.6 Geology.

These topics, also known as physical geography, concern:

- the physical environment as a precondition for human settlement and development in different circumstances and in different landscapes
- the physical and spatial environment
- basic and general knowledge of the natural environment
- physical activity analysed from a scientific perspective
- ecological correlations and how they are shifted
- pollution and protection of air and water
- processes in nature and its ability to maintain a healthy and habitable environment for humans and society

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- For the architect – with scientific support – to identify the physical circumstances in locations where humans will build, live and exist.
 - For the architect to learn how to manipulate the physical locality through building and modern use.
 - For the architect to see the consequences on a larger scale of decisions and interventions in the physical environment.
 - Additional subjects and disciplines may be relevant to physical planning and construction.
- Yet on the architecture programme, a thorough and methodical introduction to physical geography is more important than superficial general knowledge of multiple disciplines.
- The architect must gain sufficient insight and knowledge to be able to understand the issues at hand, to draw on consultants with specialist knowledge and experience and to make use of scientific research reports on these issues.

Methodology:

Lectures, seminars, field studies. Integration of problems and issues in APP design and planning assignments.

4.3 Elective and recommended courses – KTF.

Courses recommended in order to complement scientific theory in relation to architecture and planning.

4.3.1 Firstly, BAS recommends taking those courses not already taken from the first group (4.2).

4.3.2 Next, we recommend further study of building and architectural history, building conservation, philosophy and social anthropology.

4.3.3 Other subjects are restricted by available capacity at the university and the provision offered to architecture students. Relevant subject areas include those related to physical planning.

- geography
- sociology
- administration and organisation
- law
- IT

CHAPTER III PROGRAMME STRUCTURE.

The four modules are studied concurrently for the duration of the programme and are integrated with each other in exercises and assignments and as parallel courses.

Integrated study is at the core of the BAS programme. The elective courses are also designed as integrated, complementary courses. Personal development and subject comprehension must be holistic and uniform.

The main module (APP) makes up just under $\frac{2}{3}$ of the programme, while the other three modules (technology, art and complementary theory) make up $\frac{1}{3}$.

The correlations between the modules and their distribution are shown in figure 1. The weightings are shown with both annual units as delivered at BAS and with weightings for university-level comparison.

Figure 2 is the annual schedule showing individual subjects and progression. The figures refer to the course codes for each course and subject in the programme description.

BAS PROGRAMME DESCRIPTION

Figure 2

ANNUAL SCHEDULE

Foundation Level

YEAR	COURSE	AUTUMN SEMESTER	SPRING SEMESTER
1.	1.0	1.1.1	1.1.2
	2.0	-	-
	3.0	3.1.1	3.1.2
	4.0	4.1	4.1
2.	1.0	1.1.3	1.1.3
	2.0	2.1 (TT1, TT2)	2.1 (TT3, TT4)
	3.0	3.1.3	3.1.3
	4.0	4.1	4.1
3.	1.0	1.1.4	1.1.4
	2.0	2.1 (TT5, TT5)	2.1 (TT7)
	3.0	3.1.4	3.1.4
	4.0	4.1	4.1
Advanced Level			
	1.0	1.2.1	1.2.1
	2.0	2.2	2.2
	3.0	3.2	3.2
	4.0	4.2	4.2
	1.0	1.2.1	
	2.0	2.2	1.2.2
	3.0	3.2	
	4.0	4.2	

CHAPTER IV ASSESSMENTS AND EXAMS.

The criteria for assessments and exams cover acquired knowledge and acquired professional experience, methodical work and insight and the student's attitude towards the subject.

Assessments are made on the basis of submitted individual assignments, participation in field and group work and in joint presentations of same.

The student will also be assessed on their participation in courses, field trips and study trips as well as submissions of obligatory assignments linked to these activities. The submitted materials must be approved before the student can take the final exam.

Assessments are individual, personal and summative. All students will be given individual and personal assessments and guidance over the course of the programme. This applies to all assignments and every year of study. For particular courses and in individual cases, the students may receive a written assessment.

The exams are organised as one summative main exam after Foundation Level and as one final main exam in Year 5. Works and qualifications completed in each module form part of the two exams.

The Foundation Level exam and main exam are assessed and marked by external examiners appointed by the University of Bergen and BAS.

Exams/tests to be included on the diploma must be marked by one or more subject teachers and external examiners. External examiners must approve the exam questions and will determine the final mark in the event of a dispute over the marking. External examiners may not be employed by or have taught at BAS (or in other departments or on decentralised study programmes offered by BAS) in the academic year in which the exam is held. External examiners must meet one or more of the following criteria

- hold the position of *lector/amanuensis* or higher at a university / university college or at another research institution
- in some other way be able to document relevant scientific qualifications at the same level
- have experience of serving as an examiner in the relevant subject at a university / university college
- be particularly qualified in the subject through professional practice.

Exams in theory subjects studied at the University of Bergen are taken at the university in accordance with the registration deadlines and terms applicable at the university.

Exams are marked according to the following three levels:

Pass with Distinction – Pass – Fail.

Please also refer to the regulations for the architecture programme.

CHAPTER V ADMISSIONS.

BAS is a private higher education institution and operates in accordance with the act on private Norwegian higher education institutions.

For details of application/admissions procedures, candidates should contact the school in writing or present themselves in person at the school's administration office.

Admissions to BAS are limited to around 30 students every year. A three-part entrance exam will be held.

The first part is a personal written application (no application form).

The second part is a written application submitted on the issued application form.

The third part is a personal interview following a qualifying selection from parts 1 and 2.

To be admitted, the applicant must demonstrate that they are clearly motivated and have broad-based previous experience relevant to creative architectural practice. In addition to ordinary education and training, qualifying backgrounds include community work, building experience, knowledge and personal experience of other cultures/countries, personal commitment and practice in the applicant's areas of interest, and leisure activities. Creative work, abilities and expressions will be given particular consideration.

The personal interview with the admissions committee is the final deciding step in the admissions process.

As well as being selected by the admissions committee, the applicant must also meet the criteria for matriculation at the University of Bergen. The student must also pay the stipulated tuition fee in order to be admitted.

BAS PROGRAMME DESCRIPTION**CHAPTER VI ADDITIONAL COURSES. IN-SERVICE TRAINING.***Summer course.*

The summer semester is an intensive course designed around a concrete situation outside the school. The course will be delivered in situ. The course is open to non-BAS participants.

It is a voluntary, supplementary course for BAS students and can compensate for work done in previous, regular semesters.

The summer courses aim to expand the study programme beyond the regular semesters.

Concurrent courses on engineering and technology are of a higher difficulty in accordance with the increased complexity of this academic year. The work on construction engineering and technology will be integrated with the design and planning assignments.

In-service training

~~A continuing education programme is being designed, involving a number of concurrent modules.~~

~~The continuing education programme serves two purposes:~~

- ~~–organised continuing education for architectural practice and research. The programme will be part of a broader research programme.~~
- ~~–Supplementary professional study for architects in practice and other specialist institutions.~~

~~1) — in depth study and development in particular disciplines or relevant subjects of a limited scope.~~

~~2) — continuing education relating to BAS's specialisms and working methods in order to extend training provision beyond permanent BAS students.~~

~~A separate application should be made for the continuing education programme.~~

~~BAS students may prepare for the continuing education programme by taking specific obligatory and elective courses at Advanced Level.~~

CHAPTER VII RESEARCH.

BAS is in the process of establishing a research department.

The continuing education students will be working closely with the department and receive professional guidance.

Applicants can prepare for the research programme by taking obligatory and elective courses at Advanced Level and continue to the next level after passing their final exam.

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BAS PROGRAMME DESCRIPTION

CHAPTER VIII STUDENT EXCHANGES.

BAS is affiliated to Nordplus. Nordplus organises student exchanges with the other architecture schools in the Nordic region for one or two semesters.

The school is working to put in place a student exchange programme with other architecture schools abroad, and we are seeking to create an approved practice placement scheme as part of the programme. The idea is to broaden the academic and professional perspective and to make international contacts and prepare for working in developing countries.

Transfer arrangements

Students who have previously been admitted to the BAS programme and who have passed exams under previous study programmes may have their exams approved under the current programme description.