

# BAS revisited

## OPEN CALL MASTER COURSE BAS AUTUMN 2023

After a year with a big wonderful experiment at BAS we would like to carry through the ambitions of this initiative – both in terms of its thematics and the enhancing of a shared student culture, with an Open Call for a master course in the coming autumn semester. We ask for a course that delves into some of the core thematics taught in the foundational years at BAS. These are objectives and approaches that constitutes the backbone of our teaching, and we would like a course that explores them further as a way to re-contextualize their relevance and problematize their role in the BAS curriculum.

In their first year BAS students are introduced to architecture through a 1:1 experience with landscape and building culture in relation to specific climatic conditions (Solund). Students examine ways of dealing with scarcity and efficient use of local resources, as well as they encounter specific features of landscape through acts of inhabitation. It is through these experiences students start projecting their first assignment; ‘a house that is not a house’, ‘a tent that is not a tent’ (Arne). Later in the same semester students travel again, this time to a traditional farm cluster, ‘klyngetun’ where they explore how buildings, and various activities are placed within the landscape and how climatic, cultural and social territories are manifested in the spatial typology, physical structure, and settlement of buildings (Tun). In their second year students yet again investigates the relationship between architecture and climate conditions through the didactics of design-build (Klimakammer). In this context it is not primarily the training of design skills in the setting of hands-on-building that is of interest, but the recognition that architecture – in all cultures – originates from a desire to climate-control specific feature of a surrounding landscape. By shielding ourselves from something, we simultaneously reinforce the relationship to other parts of the situation we are operating within.

In the first two years of BAS these topics are explored as minor architectural assignments of relatively short time, whilst the master course has the opportunity to work on a topic for an entire semester.

The call is for a master course that departs from the topics and approaches of one of the above described assignments: Solund, Arne, Tun and Klimakammer. They do of course share a similar attitude in scope and working methods, but each of them have a core characteristics that we wish for the master course to take further in an innovative and productive matter. It is the re-interpretation of assignments central to BAS we are interested in, and therefore the quality of the proposed courses will decide which of the listed assignment we will take on as a master course. It is not necessary to have a first hand experience of either studying or teaching in the first two years at BAS, though some prior knowledge is preferred in developing and transforming them into a master course. We recommend the book *BAS Alternativet*, for a more thorough contextualization of the assignments themselves and their position within the curriculum of BAS, as well as other documentations of and writings on BAS published over the years.

We welcome a critical perspective from a position outside of BAS, but in order to make that a productive criticality working from within, we will require that the course engages at least one BAS teacher.

All of the first two year assignments are given during the autumn semester, and therefore run in parallell to the master course. This is because we wish for the course to establish moments of collaboration and shared learning between students in first or second year and the students of the master course.

In this stage we do not need an extensive course program, but a brief of the course content, listing of the main learning outcomes and a description of the working and learning activities together with the main requirements for examination and assessment. Please use the template below as a guide for what to define. The document should make it possible for SKU (Study Quality Committee) to evaluate the proposal and for students to make an informed choice between different master courses.

Attached is also the calendar and budgeting principals for a master course at BAS. It is not necessary to yet have such a detailed planning of the course, but it can serve as a base for the overall framework as it gives important dates and moments of common activities during the autumn semester.

Deadline for a proposal is 20 of March 2023. Mail to [adm@bas.org](mailto:adm@bas.org)

COURSE NAME:

subtitle:

Teacher(s) in charge:

Course Content:

A description of the course

What is the background of the course? Main topic? What, for whom, where, why?

Learning Outcomes:

- Competence & skills
- Knowledge & understanding
- Judgement & approach

Working and learning activities:

How is the course structured? Different phases?

Theoretical study /practical work, building activities? Group work? Individual work?

Study trip? Where, when and for how long?

Methodological approaches?

- At what point within the course is the shift from analyzing to proposing/designing?
- What is the relation between analysis/ background explorations and proposing/designing and spatial explorations?
- How is this shift articulated? Is it phase-based or fluctuating forth and back to inform each other
- What methods are intended to perform this shift?
- What design tools are to be elaborated on?

Examination/assessment of students work:

How will a student be assessed? On the basis of specific submissions, level of performance and/or a high degree of participation in the studio. Group work/ individual work?

Mention of course requirements regarding participation, workloads, amount of work to be delivered /required minimum presence for pass/fail or other.

## MASTER COURSES at BAS

Calendar and budget, autumn 2023

### IMPORTANT DATES

The autumn term starts with the [BAS Opening Festival 17-19 August](#), gathering all students, teachers and other staff at the school. There will be a separate schedule distributed for this event.

All courses start on [Saturday 19 August](#). During this day the school also welcomes new students – first year and incoming, the diploma exhibition is opened to the public and there is a diploma ceremony and party in the evening. All these activities are shared by the whole school, and we therefore ask you to schedule your course introduction before lunch.

The midterm review is both done within each master course and as a common thing together with the other master courses, after the internal reviews. The idea is that all master courses present and discuss across the different courses. The date for the joint review will be agreed upon before the summer.

Cross courses, council meeting and dugnad are scheduled between [30 October - 3 November](#). This is a week where students have time to take a break from ongoing courses by engaging in important common activities (council meeting, dugnad), and work across years on topics of concern (cross courses).

The autumn term ends with the [Christmas Exhibition 19-20 December](#), an event shared by all years and master courses at BAS. Tuesday 19 will be dedicated to master courses, and Wednesday 20 to year 1-3 ending with the official opening of the Christmas exhibition dedicated to the 1st year students and a common Christmas party in

the evening. There will be a separate schedule distributed for this event. However, it is important that there is time allocated for students to set up the exhibition and to take it down before the spring semester starts.

The internal final review should be done before the Christmas Exhibition.

## BUDGET

The course budget needs to be handed in to [Ingunn Tepstad](#) latest **10 June 2023**

In the autumn 2023 the budget for a master course is approximately NOK 450 000. The budget should include teaching fees, travel and accommodation costs for teachers on study trips, and travel costs for course teachers and external guests. Accommodation in Bergen is covered by the school separate to the course budget.

### Budgeting principals

Teaching days: BAS operates with teaching days as a basic unit to account for all activities connected to teaching. A teaching day in the budget is equivalent of time spent with students teaching but also including time planning for, and following up the teaching, plus some administrative time such as participating in teachers meetings (also see teaching/employment contracts). This means that the fee for one teaching day is equivalent of 1,5 days of working hours set in accordance to competence level (contact [Ingunn Tepstad](#) for rates if needed). Since a course also requires planning and afterwork not directly connected to teaching some "teaching days" can be allocated for this, but needs still to be included in the overall budget.

Distribution of budget: It is up to the course coordinator(s) to distribute the budget, but there are some guiding principles to take into account. Teaching (APP, DAV, KTF & TTA) should make for at least 80% of the budget, and for most master courses APP teaching should account for the majority of that.

In order to align with the overall budget of BAS the average ratio between internal and external teachers needs to be approximately 2:1. Since this ratio can vary between master courses and academic years (due to course objectives or open calls), the engagement of teaching recourses will have to be settled in agreement with the rector before the course budget is handed in.

Within the budget, there is room to engage one of the students in the course that can assist with practical matters such as booking of rooms, technical equipment, distribution of information etc. This task has a frame of 20 hours. Normally there is an election among the students who should hold this position.

Guests and external sensors: A master course is considered a formal exam, and therefore it is required by law to have an external sensor for the final review. This could be another teacher at BAS that has not been involved in the course, or a person external to BAS. Make sure to allocate funding for this person in the budget. Besides the external sensor it is also possible to engage visiting teachers for workshops, critiques, or guest lectures.

There is also the possibility to invite guests lecturers as part of the open lectures program and thus be covered by that budget. This has to be discussed and agreed upon with [Line Frøyland](#) in the library.

Travel costs & study trips: The budget should cover travel costs for all engaged teachers residing outside of Bergen. The budget should also cover for costs related to study trips, meaning travel, accommodation and allowance for teachers. Flights should be planned and booked in advance to get as reasonable prices as possible.

The following procedures apply to anyone who is employed by BAS:

- Booking of travel should be done by respective teacher through Berg-Hansen. In exceptional cases, the administration may assist.
- If desired, it is possible to request a travel advance. The settlement of travel expenses must be submitted to [Ingrid Kvamsdal](#) at the latest 1 month after travel is completed. If not, the received travel advance will be deducted from the salary.
- All travel expenses must be submitted with original receipts to be reimbursed.
- BAS covers daily allowances at special rates when traveling from BAS. Visitors to BAS are not covered by this.

- BAS will book accommodation for visiting teachers. Contact [adm@bas.org](mailto:adm@bas.org) regarding this as soon as dates and times of arrival are decided.