



Course analysis: A52EXA, Degree Project in Architecture, second cycle VT25 60051

Changes made since previous course offering

Revised learning objectives

Worked on developing revised learning objectives for the course, to be implemented from upcoming Autumn 2025 (HT25), based on pedagogical development and student feedback. To support the learning process of the student, the learning objectives have been developed and clarified. This has been done based on recurring feedback from student dialogues and discussions in different formats during recent years, which highlighted the need for clearer learning objectives, as well as input from the course examiner and teachers involved as Diploma tutors in the course during internal workshops focused on course development. The program director of ARKIT, TARKM, was also invited and participated in these discussions. Student input regarding this course has also been collected through a huge project, open student workshops for all advanced-level students during the work with FAB (Framtidens arkitektutbildning) and during other various student meetings arranged by the examiner during 2023–24 in order to listen to all student voices in order to discuss the “student journey and progression” as well as input from workshops together with both invited representatives from the industry, representing different scales of architecture firms and invited alumni who graduated within the last 4 years.

The aim of the revised learning objectives is to provide students with clearer guidance on what is expected of them as students and the criteria to achieve a passing grade.

Expansion of Diploma Days

Introduced new components to improve and develop the final phase of the course:

- Diploma Show – an open exhibition to society of diploma student’s diploma projects
- Diploma Talks – conversations by the external diploma jury, moderated by an invited external guest, reflecting upon all degree projects in a public forum including Diploma Bar
- Diploma Graphics – initiated and applied for funding for an external graphic designer, to highlight the significance of the final phase of the course and broaden the audience to the industry in Stockholm, and thereby invite future employers and open up a discussion with the society.
- Studio Reallocation – enabled a large-scale reallocation of two of the studio spaces (ritsalar), fully dedicated to degree project work during Diploma Days: Diploma Reviews and the two evenings of open house, Diploma Show.
- Included, for the first time, all diploma projects from all our master programs, making all programs part of the exhibition, Diploma Show

Clarification of the course introduction

Introduced a new way of course introduction, off-campus at Skandiabiografen, with all Diploma tutors also invited besides the examiner and course responsible, to ensure that the course receives the same amount of tutoring and to clarify how the course is structured

pedagogically. Normally, every tutor group has its own introduction and doesn't usually participate in the general course introduction, but it is important that they do. This was implemented as the academic year started in August, with all students invited, both year 4–5 ARKIT and year 1–2 TARKM.

Compilation of course evaluations results

Many students (index 4.2, question 11) consider the course to be good both in terms of implementation and content. Responses to the very first question imply that the learning objectives could be clearer (index 3.9, question 1), which is something the course responsible has been trying to improve in different ways. It is gratifying that so many students actively participated in the different parts of the course and studied continuously (index 4.8, question 4). There are also high scores regarding feelings of inclusion and respect in the class (4.6, question 5), as well as the workload and the perception that the course feels relevant and that the students have developed their competence (index 4.6, questions 6 and 8).

The schedule and the tutoring provided by tutors, as well as the support among co-students, were also appreciated. Students reflected on the importance of having an exhibition, the Diploma Show, and also the possibility for diploma students to choose their own topics. Some students elaborated on the disadvantages of that freedom, suggesting a possible need for a mandatory preparatory term before the Diploma project course starts in order to make better progress during this final term, besides the “Thesis Booklet” course.

Course coordinator's reflections on what has worked well and what can be developed in the course

A closer connection to the subjects can be established through the new departments in the recently implemented organization of our department. It is desirable that students can receive even more specialized guidance through this structure. It is also important to review and analyze how the preparatory course *Thesis Booklet* (led by another course responsible) can better support students in their subsequent degree project, which is the focus of this course. There is a close relationship between these two courses, and the *Thesis Booklet* course needs to better prepare future diploma students to succeed in the one-term diploma project. The *Thesis Booklet* itself needs clarification in order to maximize its usefulness.

As mentioned above, some student suggest a preparatory term to help diploma students make better progress during the final diploma course, which I find to be a very interesting proposal—one that several other schools already offer. Some students also pointed out that this preparatory term needs better coordination to ensure all tutors provide the same type of framework. It can be very unfair if some tutors prepare their diploma students already the term before, while others do not. This should be coordinated, regardless of which tutors the students have.

Additionally, it was also pointed out in the student survey that when the students returning late from exchange programs, often a few weeks into the course due to different academic



calendars abroad, they need better support. Currently, they simply “miss” those first few weeks, and this could and should be improved.

Summary of changes to be introduced for the next course

Continue the work with student and teacher dialogue around the revised learning objectives, with the aim of improving both student learning and assessment, and to enhance the overall understanding of the course’s purpose.

It is also important to review and analyze how the preparatory course *Thesis Booklet* (led by another course responsible) can better support students in their subsequent degree project, which is the main focus of this course. There is a close relationship between these two courses, and the *Thesis Booklet* course needs to more effectively prepare future diploma students.

A recurring reflection raised in both student and teacher discussions is the importance of maintaining a high and consistent academic standard across the program. As one student expressed, “The school needs to reconsider how to not only be a comfortable option because no one fails, which seems very unfair and unmotivating.”

This concern relates to the observation that most students pass the course, or receive permission to pause before the final examination due to illness, stress, or special personal needs or other personal circumstances (*dispens*), and then restart the course at the same point during the following term.

To address these issues, a change will be implemented in the upcoming course: the establishment of an *Examination Board*, where all examiners at the advanced level will collectively discuss and align expectations regarding the “pass” grade in all project-based courses, including this Diploma course. This initiative aims to support and strengthen quality assurance, and has been informed by input from both teachers and students through various formats, including the *Framtidens arkitektutbildning* (FAB) workshops and student meetings.