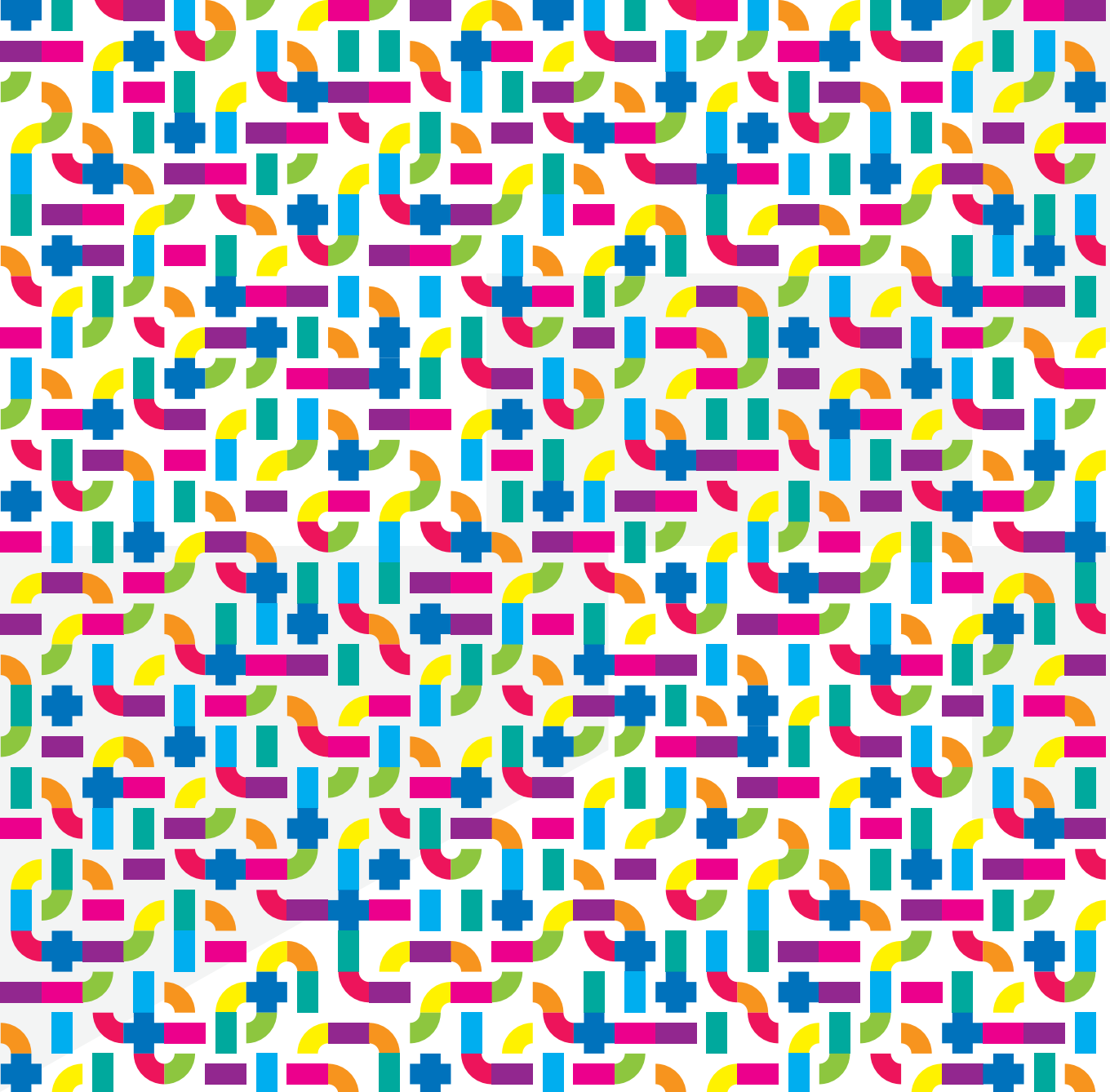

SECOND–CYCLE SINGLE MASTER STUDY PROGRAMME ARCHITECTURE

Changed in 2022

UNIVERSITY OF LJUBLJANA
Faculty of Architecture

2025–2026

SECOND–CYCLE
SINGLE MASTER
STUDY PROGRAMME
ARCHITECTURE
Changed in 2022

ENOVITI MAGISTRSKI
ŠTUDIJSKI PROGRAM
DRUGE STOPNJE
ARHITEKTURA

UNIVERSITY OF LJUBLJANA
FACULTY OF ARCHITECTURE LJUBLJANA, 2024

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UNIVERSITY OF LJUBLJANA
FACULTY OF ARCHITECTURE

About the Faculty

"Architectural and urban planning have a major impact on the quality of our lives; they can create a cohesive, inclusive and welcoming environment or, a provocatively disruptive one. At a time when there are crucial social and environmental issues in need of systemic change, critical planning can contribute key insights and suggestions for solutions to these pressing issues.

The University of Ljubljana Faculty of Architecture is fully aware of its place within the currency of the global milieu. Our mission is to teach and educate future architects, urban planners and urban designers, and to conduct artistic and scientific research in architecture. The UL Faculty of Architecture is developing an academic and open study environment connected to contemporary architectural, artistic and urban culture at home and abroad that both creates and disseminates knowledge about architecture, urbanism and the manifold roles of the architect in society."

Prof. dr. Mihael Dešman, dean

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Department of Urbanism
Department of Architectural Technology
Department of Design and Presentations
Department of History, Theory, and Renewal
Institute of Architecture and Spatial Planning

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ENOVITI MAGISTRSKI ŠTUDIJSKI PROGRAM DRUGE STOPNJE ARHITEKTURA

SECOND–CYCLE SINGLE MASTER STUDY PROGRAMME ARCHITECTURE

Changed in 2022

Presentation of the Study Programme
2025–2026

1 INFORMATION ABOUT THE STUDY PROGRAMME

The Single-Cycle MASTER Study Programme Architecture takes 5 years (10 semesters) and amounts to 300 credit points.
The study programme includes elective modules A and B.
The professional title bestowed on the graduate:
– magister inženir arhitekture (Master Engineer in Architecture) – for male holders; or
– magistrica inženirka arhitekture (Master Engineer in aArchitecture) – for female holders;
– abbreviation: mag. inž. arh.

Study programme	Single-Cycle MASTER Study Programme Architecture
KLASIUS–SRV	MASTER education (second Bologna cycle)/ Master (second Bologna cycle) (17003)
ISCED	Architecture, Urbanism, and Civil Engineering (58)
KLASIUS–P (5810)	Architecture and Urbanism (not specified in detail)
Frascati	Technical sciences (2)
SQF level	8
EQF level	7
EHEQF level	Second cycle
Duration in years	5
ECTS per year	60
Number of ECTS	300

2 INTERNATIONAL COMPARABILITY OF THE STUDY PROGRAMME

All compared foreign programmes are appropriately accredited or recognized in the countries where they are provided.

1 Technische Universität Graz TU Graz. Fakultät für Architektur. Graz, Austria.
www.tugraz.at

2 Universitat Politècnica de Catalunya. BarcelonaTech UPC. Escola Tècnica Superior d'Arquitectura de Barcelona ETSAB. Barcelona, Spain.
www.etsab.upc.edu

3 Leibniz Universität Hannover. Fakultät für Architektur und Landschaft. Hannover, Germany.
www.archland.uni-hannover.de

1 Tehnische Universität Graz (TU Graz)
Faculty of Architecture

Architecture forms an arch between art and technology. Architectural design consists of identifying, defining, and reflecting on complex problems of living space and refers to the creation, change, and preservation of a safe and aesthetically appealing liveable environment. Due to project-oriented teachingthe study programmes at the Faculty of Architecture have a generalist character and promote a holistic way of working and thinking, the university teachers, some of whom come from all around the world, have a wealth of practical experience. Graduates of the Faculty of Architecture in Graz have gained a good reputation on the national and international level due to their ability to think in a critical and innovative way and their professional competence, which extends beyond the traditional fields of activity.

2 Universitat Politècnica de Catalunya (UPC)
Barcelona School of Architecture (ETSAB)
Founded in 1875, the ETSAB has trained thousands of students in the areas of architectural design, urban planning, and building construction. Its teaching staff includes prestigious academics and renowned professionals who have made a major contribution to Barcelona's current fame in the field of architecture. The School has a worldwide reputation and receives many applications for admission from foreign students.

3 Leibniz Universität Hannover
Faculty of Architecture and Landscape Sciences
Engineer, artist, historian or sociologist? Good architects and landscape architects are a bit of everything. But at the heart of the matter are human beings and their built environment. For this reason, the faculty focuses on urban planning and cultural landscape aspects in design and planning. Leibniz Universitat Hannover is the only university in the Northern Germany offering training and research in landscape architecture and environmental planning.

Study Guide Architecture:
An Architect Does More than Build Houses.
An architect plays a role in town and landscape design, and is a historian and a trend analyst rolled into one. If you want to study architecture, you should have an inquisitive mind and plenty of staying power, enjoy designing, and have good spatial powers of imagination. Studies are based on professional practice, i.e. planning, construction, and renovation of buildings, settlements, and towns. Other areas of architecture such as history, creative design, and the latest computer methods are also covered.

3 BASIC PROGRAMME GOALS AND GENERAL COMPETENCE

The aim of the programme is to educate future architects – generalists. The basic goal is to train experts for responsible tasks regarding architectural design and planning, as well as spatial management. Architects are responsible for the significance of architectural design, building quality, their harmony with the environment, and respect for natural and urban landscapes, of public interest. Regarding the quality of physical environment, public interest is safeguarded by Slovenian and European legislation. Slovenian legislation stipulates conditions for architects – designers, reviewers of planned spatial developments, spatial planners, accountable managers of proposals of spatial documents, municipal urbanists, researchers, etc., whereas European legislation determines the minimum qualification criteria for automatic recognition of professional qualifications across all European countries. The profile of an architect is highly complex since it requires the ability of thinking about people and their spatial problems on various levels – from the regional planning scale to the architectural detail, and vice versa. It has to stem from contemporary theoretical and technological findings, supersede them and strive for a balance between functional, technical, and artistic components of architectural creativity. The educational profile of architects combines technical sciences, social sciences, and humanities into the capability for managing and designing space or buildings. The results of architectural creativity can be socially recognized as works of art.

Degree in Architecture students acquire a solid technical and legal specialization that allows them to work in the design and management of building construction and restoration projects, as well as in the fields of urban and spatial planning. Other career prospects include those related to landscaping and the environment; land and property management; interior, furniture, and object design; exhibition and set design; health and safety projects; and graphic design.

- **General Competences**
  - Capability for analysis, synthesis, solution proposal, and anticipation of impacts
  - Mastering of research methods, procedures, and processes, development of critical and self-critical reflection
  - Capability for practical use of knowledge
  - Development of communication capacities and skills, especially visual communication
  - Ethical reflection and dedication to professional ethics
  - Cooperativeness, teamwork, and ability to work in the international environment

4 REQUIREMENTS FOR ENROLMENT AND SELECTION CRITERIA FOR LIMITED ENROLMENT

- **The Long-Cycle MASTER Study Programme in Architecture can be entered by**

a whoever graduated and was granted a high-school diploma;
b whoever completed a vocational school and was granted a diploma in any high-school programme and exam within the diploma subjects of mathematics and foreign language, if mathematics was part of the vocational diploma;
c whoever completed any four-year high-school programme before June 1st, 1995.
All candidates have to undertake an entrance exam confirming their capability to study architecture.

- **When decisions about limited enrolment are taken**

(if more candidates provide proof of adequate high school qualifications needed for study of architecture than there are enrolment places), candidates are selected by the following criteria:
– general achievement in the general matura or, alternatively, in the final examination or the vocational matura, 12.5% points;
– general achievement in years 3 and 4, 12.5% points;
– achievement in examination of the ability to study architecture, 75% points;
– examination of artistic and spatial talent, 37.5% points;
– interview with the candidate, 37.5% points.

- **Capability Test**

The capability test for enrolment in the study programme Architecture assesses: sense for artistic perception and expression, spatial perception and expression, and architectural issues.

- **Part-time Study**

Part-time study candidates have to meet all of the aforementioned enrolment conditions. The entrance fee is determined according to the valid price list.

5 CRITERIA FOR ACKNOWLEDGMENT OF KNOWLEDGE AND SKILLS GAINED PRIOR TO ENROLMENT IN THE PROGRAMME

At the request of the candidate, the Academic Affairs Commission submits a proposal to the Senate for recognizing the knowledge and skills that the candidate gained prior to their enrolment in the programme, and can be recognized in the study programme in Architecture. For example, in the case of a completed Foreign Language course, the course is recognized as one of the elective courses of group “B” (B6).

6 CONDITIONS FOR PROGRESSING IN THE PROGRAMME

- **Conditions for Progressing from Year to Year**

To progress from Year 1 to Year 2, the student is required to pass courses Design Studio 1, Architectural Design 1, Materials and Forms, and earn a minimum of 48 credits from Year 1.
To progress from Year 2 to Year 3, the student is required to pass all Year 1 examinations, courses Design Studio 2, Architectural Design 2, and earn a minimum of 48 credits from Year 2.
To progress from Year 3 to Year 4, the student is required to pass all Year 1 and Year 2 examinations, courses Design Studio 3, Architectural Design 3, and earn a minimum of 48 credits from Year 3.
To progress from Year 4 to Year 5, the student is required to pass all Year 1, Year 2, and Year 3 examinations, courses Design Studio 4, Architectural Design 4, and earn a minimum of 48 credits from Year 4.

7 CONDITIONS FOR STUDY COMPLETION

Study completion implies that the student has completed all required tasks in all enrolled subjects, prepared a final work, and defended it successfully.

8 TRANSFERRING BETWEEN STUDY PROGRAMMES

- **Conditions for transferring between programmes**

The term transferring means that the student ceases to study in the study programme they originally enrolled in, and continues the education in the Long-Cycle MASTER Study Programme in Architecture, where all or part of study obligations from the student's original (first) study programme are recognized as completed obligations (Criteria for Transferring Between Study Programmes (Official Gazette of the RS, No. 95/2010, amendments Official Gazette of the RS, No. 17/2011). In the European higher education area, programmatic diversity is obvious, while the responsibility in dealing with space has become the common goal of all countries. In spatial management and design, architecture is the only regulated profession, hence any transferring from other programmes to architecture, rather than vice versa, is subject to strict verification. The conditions for transferring are a constituent part of such programmes.

- **Transferring between study programmes leading to a university degree**

In the academic year 2007/2008, the Long-Cycle MASTER Study Programme in Architecture was introduced in line with the European directive on regulated professions.
The graduates who were awarded the title “univerzitetni diplomirani inženir arhitekture” prior to the introduction of the new programme, may, under certain conditions, upgrade their studies, and are thus awarded a diploma compliant with the Directive
2005/36/EC.

- **The transfer is approved by the Academic Affairs Committee**
  The conditions for transferring between the old and the new programmes are also taken into account in the case of completed studies. By passing the bridging exams, the university graduate engineers in architecture obtain the professional title “magister inženir arhitekture”.

- **Transferring between study programmes**
  For the purpose of transfer, the faculty can issue the necessary certificates on completed obligations. The criteria are determined by the particular institution to which the student wishes to transfer.

9 EVALUATION METHOD

Knowledge is evaluated through oral and written examination. Assessment of knowledge in professional subjects is predominantly through drawings – designs; the oral exam can be defence of a graphic presentation; the written exam can also be the preparation of such a presentation. The grades for most subjects, i.e. those that are conducted as lectures and Tutorials, consist of two parts: the grade for the (theoretical) exam and graded Tutorials, the latter varying from subject to subject.

In line with University of Ljubljana’s Statute, the following grading scale and grades are used:

10 91–100%: excellent: outstanding performance with minor errors,
9 81–90%: very good – above-average knowledge, but with some errors,
8 71–80%: good – solid results,
7 61–70%: satisfactory – fair knowledge but with significant shortcomings,
6 51–60%: sufficient – knowledge meets minimum criteria,
5 50% and less: unsatisfactory – knowledge does not meet minimum criteria.

The candidate successfully passes the exam if the grade they receive is in the satisfactory (6) to excellent (10) range.

Year 1, 1st semester

Subj. no.	Lecturer / Subject		Llectures	Seminar	Tutorials	Other forms of study	Indep. work of student	Total hours	ects
1.2	Basics of Statics	prof. dr. Vojko Kilar	30		30		90	150	5
1.3	Representation Techniques	izr. prof. Jaka Bonča, doc. dr. Špela Hudnik, doc. dr. Or Ettlinger	15		45	30	60	150	5
1.4	Descriptive Geometry	doc. dr. Domen Kušar	30		30		90	150	5
1.5	Architectural Design 1	prof. Maruša Zorec, prof. mag. Tadej Glažar	15		30	15	90	150	5
1.6	Introduction to History of Architecture and Arts	doc. dr. Nika Grabar, doc. dr. Miloš Kosec	30	30			90	150	5
1.7	Mathematics	izr. prof. dr. Jaka Smrekar	30		30		90	150	5
		Total	150	30	165	45	510	900	30
		Percentage %	17	3	18	5	57	100	

Year 1, 2nd semester

1.8	Basics of Build Physics and Technology	prof. dr. Martina Zbašnik Senegačnik, prof. dr. Sašo Medved	30		30		90	150	5
1.9	Architectural Drawing and Model	doc. Uroš Rustja, doc. Paul O. Robinson	15		60		75	150	5
1.10	Materials and Forms	doc. Rok Žnidaršič	30		30		90	150	5
1.11	Space and Context	doc. Mojca Gregorski	30	30			90	150	5
1.12	Study Practice 1	doc. dr. Tomaž Slak		30			30	60	2
1.1	Design Studio1	**			60	30	150	240	8
		Total	105	60	180	30	525	900	30
		Percentage %	12	7	20	3	58	100	

Year 2, 1st semester

Subj. no.	Lecturer / Subject		Llectures	Seminar	Tutorials	Other forms of study	Indep. work of student	Total hours	ects
2.2	Construction and Technology 1	doc. dr. Tomaž Slak	30		30		90	150	5
2.9	Residential Architecture	prof. mag. Anja Planišček	30	30			30	90	3
2.4	Architectural Design 2	doc. Mitja Zorc	15		30	15	90	150	5
2.5	Sociology of Space	prof. dr. Marjan Hočevar	30				60	90	3
2.6	History and Theory of Architecture 1	prof. ddr. Petra Čeferin	30		30		90	150	5
2.1	Design Studio 2	**			60	60	150	270	9
		Total	135	30	150	75	510	900	30
		Percentage %	15	3	17	8	57	100	

Year 2, 2nd semester

2.7	Loadbearing Structures 1	doc. dr. Simon Petrovčič, prof. dr. Vojko Kilar	30		30		90	150	5
2.8	Introduction to Art Theory	izr. prof. Jaka Bonča	15		30	15	90	150	5
2.3	Freehand Drawing	doc. Leon Belušič	15		45		30	90	3
2.10	Introduction to Urbanism	prof. dr. Tadeja Zupančič, doc. dr. Matevž Juvančič	30		30		90	150	5
2.11	Architectural Workshop 1	**				30	30	60	2
2.1	Design Studio 2	**			60	60	180	300	10
		Total	90		195	105	510	900	30
		Percentage %	10		21	12	57	100	

Year 3, 1st semester

Subj. no.	Lecturer / Subject		Llectures	Seminar	Tutorials	Other forms of study	Indep. work of student	Total hours	ects
3.2	Construction and Technology 2	prof. dr. Matej Blenkuš	30		30		90	150	5
3.3	Artistic Elements of Architecture	izr. prof. dr. Tomaž Novljan	15		30		45	90	3
3.4	Architectural Design 3	prof. mag. Tomaž Krušec	15		30	15	90	150	5
3.5	Building and Planning Legislature	prof. dr. Tadeja Zupančič	30	15			45	90	3
3.6	History and Theory of Architecture 2	prof. Mihael Dešman	30	30			90	150	5
3.1	Design Studio 3	**			60	60	150	270	9
		Total	120	45	150	75	510	900	30
		Percentage %	13	5	17	8	57	100	

Year 3, 2nd semester

3.7	Loadbearing Structures 2	prof. dr. Vojko Kilar, doc. dr. David Koren	30		30		90	150	5
3.8	Interior Design	prof. Jurij Sadar	15		60	15	90	150	5
3.9	Public Architecture	prof. mag. Tadej Glažar	30	15			45	90	3
3.10	Urban Design	izr. prof. mag. Polona Filipič Gorenšek	15		30	15	90	150	5
3.11	Renovationa and Conservation in Architecture 1	izr. prof. dr. Sonja Ifko, izr. prof. dr. Ljubo Lah	15	30			75	120	4
3.12	Architectural Workshop 2	**				30	30	60	2
3.1	Design Studio 3	**			60	30	90	180	6
		Total	105	45	150	90	510	900	30
		Percentage %	12	5	17	10	57	100	

Year 4, 1st semester

Subj. no.	Lecturer / Subject		Llectures	Seminar	Tutorials	Other forms of study	Indep. work of student	Total hours	ects
4.2	Detail in Architecture	prof. dr. Martina Zbašnik Senegačnik	30		30		60	120	4
4.9	Management and General Safety	doc. dr. Domen Kušar, doc. dr. Domen Zupančič	15	30			45	90	3
4.4	Architectural Design 4	prof. mag. Vasa J. Perović	15		30	15	90	150	5
4.5	Development of Urbanism	****	15		15		60	90	3
4.6	History and Theory of Architecture 3	doc. dr. Miloš Kosec	30	30			90	150	5
4.7	Elective Subject A	**	15		15		60	90	3
4.1	Design Studio 4	**			60	30	120	210	7
		Skupaj	120	60	150	45	525	900	30
		Delež %	13	7	17	5	58	100	

Year 4, 2nd semester

4.8	Installation Systems	prof. dr. Sašo Medved	30		15		45	90	3
4.3	Organization and Management of Construction	doc. dr. Simon Petrovčič, doc. dr. David Koren, doc. dr. Tomaž Slak	15	30			45	90	3
4.10	Sustainable Architecture	prof. dr. Martina Zbašnik Senegačnik, prof. dr. Matej Blenkuš, prof. mag. Tomaž Krušec	30	15			45	90	3
4.11	Urban Planning	izr. prof. dr. Ilka Čerpes	15		30	15	90	150	5
4.12	Renovationa and Conservation in Architecture 2	prof. Maruša Zorec	15		30		75	120	4
4.13	Study Practice 2	doc. Rok Žnidaršič, prof. mag. Anja Planišček 4.13		30			30	60	2
4.14	Architectural Workshop 3	****				30	30	60	2
4.1	Design Studio 4	**			45	45	150	240	8
		Total	105	75	120	90	510	900	30
		Percentage %	12	8	13	10	57	100	

Subj. no.	Year 5, 1st semester Lecturer / Subject		Llectures	Seminar	Tutorials	Other forms of study	Indep. work of student	Total hours	ects
5.2	**Elective Subject A**	****	**15**		**15**		**60**	**90**	**3**
5.3	**Elective Subject A**	****	**15**		**15**		**60**	**90**	**3**
5.4	**Elective Subject B**	****	**15**		**15**		**60**	**90**	**3**
5.5	**Elective Subject B**	****	**15**		**15**		**60**	**90**	**3**
5.6	**Elective Subject B**	****	**15**		**15**		**60**	**90**	**3**
	Design Studio 5	**			**60**	**105**	**285**	**450**	**15**
		Total	**75**		**135**	**105**	**585**	**900**	**30**
		Percentage %	**8**		**15**	**12**	**65**	**100**	
	Year 5, 2nd semester								
5.7	**Master thesis**	**				**345**	**555**	**900**	**30**
		Total				**345**	**555**	**900**	**30**
		Percentage %				**38**	**62**	**100**	

* ID – in line with the adopted accredited programme Long-Cycle MASTER Study Programme in Architecture, đUL FA offers Independent Work to the extent provided in the tables.

**** In the first year students are assigned mentors by the Academic Affairs Committee. From year 2 onward, the student is free to choose their mentor. The list of mentors is approved by the Academic Affairs Committee. Lecturers of Design Studio 1–5, Architectural Workshop 1–3, and diploma supervisors are all architects that also teach one of the other subjects and can provide adequate professional references.**

***** Study Practice: 1. at a construction site; 2. in an architectural (design) office.**

**** In years 3, 4, and 5, the student selects a subject each from group “A”, in years 4 and 5 the student selects a subject each from group “B”. A minimum of 5 signed-up students is required to run a course.

	Theory and History	Renovation and Conservation	Architecture	Interior	Urbanism	Technology	
	»TZ«	»PK«	»A«	»I«	»U«	»T«	
1	**Architectural Theory and Critique** prof. ddr. Petra Čeferin	**Concepts of Renovation** prof. Maruša Zorec	**Architecture for Knowledge and Development** doc. Mitja Zorc izr. prof. Mojca Gregorski	**Furniture Politics** prof. Jurij Sadar	**Rurism and Rural Architecture** prof. dr. Alenka Fikfak	**Concepts and Design of Structures** prof. dr. Vojko Kilar doc. dr. David Koren doc. dr. Simon Petrovčič	Years 4 and 5 »ES A« General Electives
2	**History and Theory of Architecture 4** doc. dr. Nika Grabar	**Heritage Interpretation** prof. dr. Sonja Ifko	**Contemporary Forms of Living** prof. mag. Anja Planišček doc. Anja Vidic	**Transformation of Interiors: Phenomenology of Living and Cultural Rituals** izr. prof. dr. Špela Hudnik	**Settlement Culture** izr. prof. Aleksander Ostan	**Development and Systems of Structures** doc. dr. Lara Slivnik prof. dr. Matej Blenkuš	
3	**Analysis of Contemporary Architecture** prof. ddr. Petra Čeferin	**Holistic Approach to Renovations** izr. prof. dr. Ljubo Lah	**Architecture and Urban Processes** prof. mag. Tadej Glažar doc. Vid de Gleria	**Curated space** izr. prof. dr. Špela Hudnik	**Urban Brownfield Adaptive Reuse** doc. Primož Hočevar	**Creative Programming** doc. dr. Simon Petrovčič doc. dr. Jure Žabkar	Year 5 »ES B« Specialised Electives
4	**Architectural Writing as Intervention** doc. dr. Miloš Kosec	**Sustainable Approaches to Recent Heritage** prof. dr. Sonja Ifko	**Memory, Tradition and Continuity** prf. mag. Tomaž Krušec doc. Matevž Zalar doc. Miha Munda	**Design Laboratory** doc. Uroš Rustja doc. Anja Vidic	**Urban Psychology** prof. dr. Matija Svetina	**Bioclimatic Architecture** prof. dr. Martina Zbašnik Senegačnik	
5	**Morphology of the Sacred Space** doc. dr. Leon Debevec	**Architecture and Archeology** doc. Uroš Rustja	**Architecture of Public Buildings and Contemporary Social Challenges** prof. mag. Tomaž Krušec doc. Vid de Gleria doc. Domen Zupančič	**Haptics: Materials, Production and Assemblages** doc. Paul O. Robinson	**Space and Media** doc. dr. Matevž Juvančič	**Digital Modelling and Fabrication** doc. dr. Tomaž Slak	
6	**Architectural Regionalisms** prof. Mihael Dešman doc. Vlatka Ljubanović	**20th Century Slovene Architecture** izr. prof. dr. Nataša Koselj	**Materials and Processes** doc. Rok Žnidaršič	**Light, Color and Atmosphere in the Interior** izr. prof. dr. Tomaž Novljan izr. prof. Leon Belušič	**Open Space and Drawing** doc. Blaž Budja	**Building with Wood** prof. dr. Manja Kitek Kuzman	
7	**The Architecture of Creative Thinking** doc. Gašper Medvešek	**Materiality in Renovation** doc. Rok Žnidaršič	**Extended Practices of Architecture** prof. Vasa Perović doc. Anja Vidic	**Architecture of Virtual Space** izr. prof. dr. Or Ettlinger	**Action and Strategic Planning** doc. dr. Tomaž Berčič	**Earthquakes and Built Environment** doc. dr. David Koren	

10 SUMMARY OF ELECTIVE SUBJECTS AND MOBILITY

Relation between mandatory and elective subjects:

Mandatory subjects	80,6 %	Elective subjects	19,4 %
	242 ects		58 ects
Subjects with mandatory content All subjects not specifically stated in this table	178 ects	**Subjects with elective content** The student selects the lecturer 1.12 Study Practice 1 2.11 Architectural Workshop 1 3.12 Architectural Workshop 2 4.14 Architectural Workshop 3 4.13 Study Practice 2 Master Degree	40 ects 2 ects 2 ects 2 ects 2 ects 2 ects 30 ects
Subjects with required content The student selects the lecturer 2.1 Design Studio 2 3.1 Design Studio 3 4.1 Design Studio 4 5.1 Design Studio 5	64 ects 19 ects 15 ects 15 ects 15 ects	**Elective subjects group A** The student selects subjects from any of group A modules	9 ects
		Elective subjects group B The student selects subjects from any of group modules. *If a subject from module B6 is selected, it has to be approved by the Academic Affairs Committee, subject to the consent of the hosting faculty.*	9 ects

Mobility: The student can apply for a half- or full-year placement abroad as part of the Erasmus+ programme from – and including – the second year onwards.

11 BRIEF PRESENTATION OF COURSES

Year 1

1.1 Design Studio 1 8 ects

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Smaller building of given height; simple programme, methodological approach; simple wooden, brick, concrete, and stone construction; programme implementation with regard to location; construction design, choice of building constructions; description of design concept, freehand presentation, constructed perspective, technical drawing, model; public presentation.

1.2 Basics of statics 5 ects

prof. dr. Vojko Kilar

Balance conditions; geometrical characteristics of cross-sections; forces and their effects (reactions, inner forces, tensions and deformations) on simple linear static models (rods, bending beams, foundations, trusses, frames and arches); basic stress states (tension, compression [buckling], shear, bending and torsion); choice of load-bearing elements dimensions; tests of construction models.

1.3 Representation Techniques 5 ects

izr. prof. Jaka Bonča, doc. dr. Špela Hudnik, doc. dr. Or Ettlinger

Analogue and digital planning tools. Pencils, rulers, set squares, compasses, bit graphics, vector graphics, CAD, modellers, digital tools for building simulation. Body in orthographic projection and in 3D view. Relationship between top projection, views, and cross-sections. "Drawing" of walls, pillars, beams, etc. Body in spatial projection. Technical drawing and page layout.

1.4 Descriptive Geometry 5 ects

doc. dr. Domen Kušar

Axiomatics; projection; Monge's projection; isometric projection; axonometrics; central projection; affinity and collineation; spatial surfaces and curves; intersections, cross-sections, and plane sections; rotation and side view; lines, equidistant lines, slope lines, normals; basic positional tasks; basic metric tasks; rotational bodies; shadows.

1.5 Architectural Design 1 5 ects

prof. Maruša Zorec, prof. mag. Tadej Glažar

Basics of architectural design. Architecture as idea, theory, and materialization. Properties of spaces and buildings: dimension, shape, size, position. Human beings as standard and criterion. Nature and architecture; abstraction, context, and concept. Elements of architecture, composition, light, and structure. Typologies, materials, and principles of sustainable design.

1.6 Introduction to History of Architecture and Arts 5 ects

doc. dr. Nika Grabar, doc. dr. Miloš Kosec

Course provides basic information on architectural history and theory as well as links between architecture and other artistic and humanistic disciplines. Course combines chronological overview of history of architecture and art with introduction to basic methods and approaches to critical architectural research: reading, observation, writing, drawing, discussion, etc.

1.7 Mathematics 5 ects

izr. prof. dr. Jaka Smrekar

Introduction to select mathematical concept and tools of importance in architectural use: vectors and analytical geometry in 3D space, systems of linear equations, concept of function as expression of dependence and overview of elementary functions, derivative and extremal problems, integral and its uses.

1.8 Basics of Build Physics and Technology 5 ects

prof. dr. Martina Zbašnik Senegačnik, prof. dr. Sašo Medved

Planning of internal environment, heat transfer in built constructions, heat transmittance in building envelope blocks, mechanisms of built construction humidifying, diffusion of water vapour in building envelopes, practical verification of heat transfer and airtightness in buildings. Materials, their properties and functions in building envelopes; composition of outer walls, slanting and flat roofs, ground floors, and inter-storey constructions; glazing.

1.9 Architectural Drawing and Model 5 ects

doc. Uroš Rustja, doc. Paul O. Robinson

The course introduces students to the processes of communicating an architectural idea by means of abstraction, critical thinking, and material representation using drawing and model-making. During the course the student not only becomes acquainted with the diverse language of drawing and modelling as a communicator of tectonic spatial forms and material atmosphere but also learns to understand them as tools for research and presentation of spatial concepts.

1.10 Materials and Forms 5 ects

doc. Rok Žnidaršič

Materialization of architectural vision. Familiarization with and understanding of dependence between properties of materials, building technology, theoretical principles, and architectural design. Examination of issues through analysis of select cases of historical, vernacular, and contemporary architecture as well as practical tests of design and construction of spatial structures.

1.11 Space and Context 5 ects

doc. Mojca Gregorski

Course examines relationship between built and open space; positioning of architecture into open space; emotional, experiential, and sensory perception of space. Historical, socio-political, cultural, ecological, and economic context of space. Open space as equivalent architectural building block. Elements and tools of (re)design, understanding, protection, and conservation of open space.

1.12 Study Practice 1 2 ects

doc. dr. Tomaž Slak

Introduction to building of objects complements project work in other courses. Visits to building sites and documenting phases of work will help students acquire both knowledge and experience as far as architectural implementation problems are concerned. Students will be able to tangibly and closely acquaint themselves with complexity of building, materials, and coordination with other building process participants.

Year 2

2.1 Design Studio 2 19 ects

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Middle-sized building of given height on actual location; multi-storeyed programme; methodological approach; multi-storeyed object of concrete or other material; programme implementation with regard to location; scaling of basic elements; facades; installations; freehand presentation, technical drawing, colour application, model; public presentation.

2.2 Construction and Technology 1 5 ects

doc. dr. Tomaž Slak

Examination of elements of construction including structures, claddings, and building envelopes as well as other architectural systems, in connection with appropriate materials and in a practical way regarding means of installation and engineering role in the framework of a particular building. Construction logic and tectonics of building all materials and systems with the principles of composition into a working architectural product.

2.3 Freehand drawing 3 ects

doc. Leon Belušič

The students systematically record their thoughts. While drawing, they think, familiarize themselves with the space and its character. In contrast to the "sphere" principle, they practice on the drawing basis of the archetypal angular form – the cube. The cube motif gradually and in time evolves from simple compositions to complex structures.

2.4 Architectural Design 2 5 ects

doc. Mitja Zorc

Examination of relationship between programmatic principles and architectural composition. Subject is divided into three parts: establishment of architectural system, programmatic principles in architecture, and typical compositional and organizational approaches. Subject discussion is based on theoretical principles and analysis of select cases of historical, vernacular, and contemporary architecture.

2.5 Sociology of space 3 ects

prof. dr. Marjan Hočevar

Introduction to integral understanding of social dimensions of physical (built) environment. Discussion is based on explanation of mutual relationship between design, planning, production, and use of physical structures (buildings, settlements, infrastructural networks) and social relationships, processes, and changes in historical perspective and on all level of socio-spatial reality.

2.6 History and Theory of Architecture 1 5 ects

prof. ddr. Petra Čeferin

The course systematically develops theoretical thinking of architecture and charts the importance of history of architecture for architectural theory and design practice. Historical treatment is focused on the time period from the earliest architecture to the end of Roman antiquity, underlining the timeless character of architectural practice.

2.7 Loadbearing Structures 1 5 ects

doc. dr. Simon Petrovčič, viš. pred. dr. Srečko Vratuša

Linear loadbearing structural elements made from standardized building materials (wood, steel, and reinforced concrete); basic principles of Eurocodes standards; determination of permanent and variable influences on loadbearing combinations and proofing methods of liminal states of bearing and usability. Basics of construction of wooden/steel attachments and of detailing of concrete structures.

2.8 Introduction to Art Theory 5 ects

izr. prof. Jaka Bonča

Arts and visual arts, visual arts as form of communication; expressive elements of visual arts and mutual relations. Morphology of visual arts: art variables; relation between form and content. Art composition: measure, scale, module, ratio, proportion; organization of artistic space, system of relations, intervals, proportions and relations, standard elements, creation, and measurement system.

2.9 Residential architecture 3 ects

prof. mag. Anja Planišček

Examination of social and spatial aspects of residential architecture. "Housing and society" segment defines residences as one of basic human and societal needs. Concepts of housing, home, and housing policy are described. "Housing and architecture" segment analyses spatial and design aspects of housing, housing typologies, and concepts and experiments crucial for their development.

2.10 Introduction to Urbanism 5 ects

prof. dr. Tadeja Zupančič, doc. dr. Matevž Juvančič

Urban space, development, understanding the city with emphasis on micro-level experience; pedestrian/society as user of urban space; natural conditions; cultural environment as architectural space; visual and acoustic connections; elements of urban space; coordination of elements; principles and methods for researching, planning, and designing urban space.

2.11 Architectural Workshop 1 2 ects

**

Workshop is dedicated to architecture, urban planning, and design. It combines different types of expert knowledge, experiences, and visions while developing expert personality through critical attitude towards expertise. Workshop provides opportunity for comparison of different work methodologies on applicative basis and their results with creative synthesis and specific comments of the supervisor, thus helping students develop their projects.

Year 3

3.1 Design Studio 3 15 ects

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Large building of given height on actual location in the city; programme of mixed uses; methodological approach; sophisticated construction; project task, detailed arrangement, modular order; sizing of basic elements, technical standards, fire safety; facades; installations; computer presentation, freehand sketch, model; public presentation.

3.2 Construction and Technology 2 5 ects

prof. dr. Matej Blenkuš

Students are introduced to combination of basic structural and constructional-physical parts of building into integrated whole. Use of “integral approach” puts emphasis on more complex principles of building construction design and protection in connection with light, air movement, and sound transfer. Case studies are used to familiarize students with different construction and technological principles.

3.3 Artistic Elements of Architecture 3 ects

izr. prof. dr. Tomaž Novljan

Continuation and concretization of chapters from art theory into architectural space with emphasis on their contextualization. Art elements and variables, and their role in genesis of architectural space. Organization in architectural space. Role of colour and light/shadow in architecture. Role of senses (sight, hearing, smell, and touch) in genesis and experience of architecture.

3.4 Architectural Design 3 5 ects

prof. mag. Tomaž Krušec

Students discover that architectural form and composition are not random. Architectural concept must find answers to questions of location, terrain topography, orientation, purpose, natural light, climate characteristics, construction, chosen materials, etc. Three practical exercises are performed. The first one involves spatial construct, while the second and third one represent upgrading of the first one in the form of a simplified model of a building on given location.

3.5 Building and Planing Legislature 3 ects

prof. dr. Tadeja Zupančič

Order in space, land use planning, rules for land use planning; normativity level; relation between legal and ethical norms; legislation of space planning and design in Slovenia, conditions in neighbouring and comparable states; directives and recommendations on EU level; architectural and urbanism projects through prism of legislation.

3.6 History and Theory of Architecture 2 5 ects

prof. Mihael Dešman

Turning points in architectural history from end of classical antiquity to dawn of modern era are discussed. Historical eras, cities and buildings, architects, architectural types, ways of building are introduced, as well as theoretical works that follow and define architecture. Course analyses and interprets architectural plans in light of their genesis and develops critical understanding of architecture as art, science, and philosophy of construction.

3.7 Loadbearing Structures 2 5 ects

prof. dr. Vojko Kilar, doc. dr. David Koren

Main phases of engineering of building construction: design and choice of construction system, preparation of computer models, analysis and proofing of mechanical resistance and stability of reinforced concrete, steel, wooden, and brick structures. Foundation, earthquake-resistant structure design, basic principles of aseismic reinforcement of existing buildings, more sophisticated systems of construction.

3.8 Interior Design 2 5 ects

prof. Jurij Sadar

Introduction to interior design experience which is crucial for quality of architectural work. Course intention is to go beyond fitting-out of premises and to establish interior design experience as integration of both architectural and interior design knowledge in search of creating atmosphere and different components of residential comfort as well as multidimensional meaning of space in public buildings.

3.9 Public Architecture 3 ects

prof. mag. Tadej Glažar

Analytical work on selected social buildings helps students assimilate principles, meaning, purpose, and character of each particular building typology. Analytical apparatus is based on analysis of quality reference buildings and cases from Slovenian and international environment. Comprehensive understanding of social buildings is possible only through human beings who use them, and live and work in them.

3.10 Urban Design 5 ects

izr. prof. mag. Polona Filipič Gorenšek

Course includes definitions, methods, techniques, and strategies for modelling both condensed and dispersed city. Current urban processes contributing to city transformation are considered. Course introduces methods and techniques of identification and interpretation of spatial data, and through critical analysis, synthesis, and project processes builds sensibility for balancing spatial scales and harmony.

3.11 Renovationa and Conservation in Architecture 1 4 ects

izr. prof. dr. Sonja Ifko, izr. prof. dr. Ljubo Lah

Introduction to conservation and renovation of cultural heritage. Importance and value of heritage for society, spatial development contexts and integration of conservation into sustainable development; genesis of profession, doctrine and terminology, practical case studies. Main focus is dedicated to methodology of conservation processes and role of architects in renovation planning processes and adaptation of heritage re-use.

3.12 Architectural Workshop 2 2 ects

**

Workshop is dedicated to architecture, urban planning, and design. It combines different types of expert knowledge, experiences, and visions while developing expert personality through critical attitude towards expertise. Workshop provides opportunity for comparison of different work methodologies on applicative basis and their results with creative synthesis and specific comments of the supervisor, thus helping students develop their tasks.

Year 4

4.1 Design Studio 4 15 ects

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Final semesters of this course are upgrades of courses in previous years. Supervisor and student construct more demanding project task based on seminar direction (emphasis on architecture, design, or urban planning). Public presentation.

4.2 Detail in Architecture 4 ects

prof. dr. Martina Zbašnik Senegačnik

Design potentials of materials (traditional and innovative materials); technological and technical bases of structural sets for design (thermal bridge, airtightness, watertightness, fire safety, steam permeability, amortization, maintenance, etc.); fitting and jointing elements; digital tools for developing and implementing BIM, CNC, 3d printing; artistic component and symbolism.

4.3 Organization and Management of construction 3 ects

doc. dr. Simon Petrovčič, doc. dr. David Koren, doc. dr. Tomaž Slak

Basic processes in construction from preparing project documentation to acquiring certificate of bringing into use. Legislative framework of construction and construction site regulations, organization of construction work, management of construction site and construction documentation, implementation/technology of construction. Construction product and basic demands for construction objects; basis of surveys, calculations, and schedules for construction planning.

4.4 Architectural Design 4 5 ects

prof. mag. Vasa J. Perović

Course critically approaches both current interpretation of typological knowledge and articulation of contemporary programmatically instable architecture through typological approach. Course is concerned with history of typologies – from development of residential typologies to typologies of public objects – and influences of typological approach on contemporary articulation of architectural projects. Students participate in practical exercises in which subject matter comprehension is assessed.

4.5 Development of Urbanism 3 ects

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Introduction: basic terminology, genesis of spatial elements. From forms to concepts. Continuous city, return of amorphous structures, development of medieval "bastion city", Renaissance "ideal city", Baroque residential city, rationalist "Georgette city", 19th and 20th century modern "tartan city" (up to and after 1945), 21st century contemporary city.

4.6 History and Theory of Architecture 3 5 ects

doc. dr. Miloš Kosec

Historical overview of 20th century architectural thinking and creativity in interdependence with discoveries in social sciences, natural sciences, philosophy, arts, and technology. Discussion of artistic directions and movements as well as most prominent architects who have influenced modernistic understanding of space.

4.8 Installation Systems 3 ects

prof. dr. Sašo Medved

Parameters of living and working environments; basics of energy conversion in buildings and properties of energy sources; technologies of energy self-sufficiency in buildings; design and planning of heating systems, domestic hot water supply, ventilation, cooling, air conditioning, transport systems, drinking water supply, and grey and black waste water treatment; electronic and smart installations; assessment of energy efficiency in installation systems and buildings.

4.9 Management and General Safety 3 ects

doc. dr. Domen Kušar, doc. dr. Domen Zupančič

Circular economy; integral planning; management of projects and investments in building construction; contractual obligations between stakeholders; business plan; business communication. Hazards in built environment; city planning, architectural, and technical precautions against fire and other hazards; working conditions safety; protection against pollution.

4.10 Sustainable Architecture 3 ects

prof. dr. Martina Zbašnik Senegačnik, prof. dr. Matej Blenkuš,
prof. mag. Tomaž Krušec

Course is dedicated to principles of sustainability in architecture from basic concepts to spatial design. Introduction to basic ecological, economic, and socio-cultural aspects of sustainability as well as problem areas connected to architecture: "resilient cities and countryside", "flexible urban design", "materials and technologies", "participation in planning and design processes", "global vs. local", etc.

4.11 Urban Planning 5 ects

izr. prof. dr. Ilka Čerpes

Discussion of integrated process of urban planning (terminological definitions, characteristics of contemporary urban space, social role of architects, goals, values). Testing of space reading methods and strategic allocation of uses, activity organization, network regulation, and morphological patterns of physical structures on actual example of city area.

4.12 Renovationa and Conservation in Architecture 2 4 ects

prof. Maruša Zorec

Renovation and conservation of architectural heritage – from conservative to radical approaches. Based on theoretical principles and research approaches of RCA1, RCA2 draws attention to practical problems through its history at home and abroad, key examples of good practice, and contemporary approaches. Practical exercises on concepts of actual examples of architectural heritage.

4.13 Study Practice 2 2 ects

doc. Rok Žnidaršič, prof. mag. Anja Planišček

Course includes three possibilities for study practice: one-month work in design bureau (building upon simulation of architectural studio in courses Design Studio 1–5 through actual experience of architectural practice); cooperation in projects based on "design–build" concept (combining planning and implementation practice); practice in cultural heritage protection organizations.

4.14 Architectural Workshop 3 2 ects

**

Workshop is dedicated to architecture, urban planning, and design. It combines different types of expert knowledge, experiences, and visions while developing expert personality through critical attitude towards expertise. Workshop provides opportunity for comparison of different work methodologies on applicative basis and their results with creative synthesis and specific comments of the supervisor, thus helping students develop their projects.

Year 5

5.1 Design Studio 5 15 ects

**

Course is based on Design Studio 4 and provides opportunity for preparation of final thesis. Supervisor and student construct more demanding project task based on seminar direction (emphasis on architecture, design, or urban planning). Public presentation.

IP ELECTIVE COURSES

Theory and History

Elective courses within the Theory and History module focus on the development of architectural theory in connection with contemporary design practice; critical reflection on the recent history of various architectural practices in a global context; critical and engaged writing in architecture; strengthening the awareness of the embeddedness of architecture in its (ever-changing) regional context; analysis of architecture in connection with art theory (using the example of sacred architecture); and the development of methods of architectural thinking and design.

Architectural Theory and Critique »TZ 1–A« 4. in 5. letnik

prof. ddr. Petra Čeferin

The course introduces some important orientations and conceptual constructions in contemporary architectural theory and philosophy of architecture, which support, enable or in some other way influence the practice of architecture today.

Each academic year, the course focuses on a selected theme and related architectural concepts that are also relevant to contemporary architecture. In doing so, it emphasises that the so-called fundamental concepts of architecture have not always existed, but have their historical origins and development.

The course is also designed as an introduction into critical evaluation and writing itself: in architecture and about architecture.

History and Theory of Architecture 4 »TZ 2–A« 4. in 5. letnik

doc. dr. Nika Grabar

The course provides an insight into architecture of the more recent past (after the 1990s) as well as into contemporary architecture and architectural thought in interrelation with the social sciences and humanities, philosophy, technology, and the arts. Trends and movements in contemporary architecture are addressed through the main themes of the lectures: nature, time, space, and ethics, with a focus on critical regionalism; the use of new technologies and the emergence of new media; the influence of contemporary art and film; the unfinished project of modernism; the social responsibility of architecture; the impact of globalisation and the phenomenon of iconic architecture; ecological functionalism, etc. Theoretical thinking and creative strategies are presented through the work of leading architects of the 1990s and contemporary modes of practice.

Analysis of Contemporary Architecture »TZ 3–B« 5. letnik

prof. ddr. Petra Čeferin

The course examines contemporary architectural production in its social context, that is, in its relation to the economic, political, technological, and cultural factors of its specific context. Its premise is that a fully developed architectural theory is an essential precondition for understanding architecture. The course develops a network of key concepts and approaches in architectural theory that provide answers to questions such as: What is architecture? How can it exist and operate in its particular space and time? The course is based on lectures, discussions, and other contemporary study methods and approaches.

Architectural Writing as Intervention »TZ 4–B« 5. letnik

doc. dr. Miloš Kosec

This elective course opens up the field of architectural publishing for students of architecture. It is centred on the question of communicating architecture in the public sphere. Inevitably, this includes the question of reading space and the architect's work within it as an activity embedded in time and society, towards which the writer must take an autonomous, investigative, and critical stance. For the architect, the written word is as powerful a tool as the sketch or the computer. Writing about architecture is never merely reporting professional results, but always entails another, dialogical and critical mode of thinking about space, the discipline, and the role of the individual at the intersection of economic, political, social, and artistic forces. Writing is therefore not only a tool for raising awareness of architecture and spatial culture but also a tool of creativity and self-reflection for every independent author. Key issues of the course include: the meaning of architectural criticism, communication with both professional and broader audiences in the media, the development of a professional yet clear and comprehensible language, and the understanding of writing and debate as one of the discipline's basic tools for intervening in space and society.

Morphology of the Sacred Space »TZ 5–B« 5. letnik

doc. dr. Leon Debevec

The course familiarises students with the complexity of the substratum of sacred architecture. Students are introduced to it through the morphological surface closest to the architectural experiencer, in which — owing to centuries-long and often millennia-long resistance of sacred architecture to the destructiveness of time — theological, ritual, symbolic, architectural, cultural-historical, art-theoretical, social, and ultimately technological transformations are imprinted, as well as shifts in its relationship to space and to the building typologies that it co-creates. Understanding the breadth and complexity of the subject, presented in problem-oriented lectures, is deepened through individual or group engagement with issues in the field, methodologically anchored in a balanced interplay of art-theoretical reflections and architectural analysis of specific buildings. Emphasis is placed on developing skills in linking art-theoretical insights with architectural analysis, in reading different layers within the substratum of sacred architecture and the characteristics of their interaction, and in carrying out creative, yet methodologically rigorous and well-argued, architectural analyses.

Architectural Regionalisms »TZ 6–B« 5. letnik

prof. Mihael Dešman, doc. Vlatka Ljubanović

The course explores architecture in the broader cultural space of Slovenia, situated between Venice and Vienna, Europe and the Balkans, the Alps and the Mediterranean. It focuses on the question of identity: what identity is, how it is formed, how it can be created in a creative way, and how the givens of our specific architectural culture can be both utilised and critically questioned. Another key issue of the course is how to think about history and use it as a tool for addressing the present. Through the selection of themes, the course responds to and at the same time co-creates current debates in architecture and art. It systematically addresses topics that are often treated only marginally or incidentally in the existing curriculum. The course is structured curatorially, and knowledge is presented through micro-narratives on selected themes. Rather than teaching data, the course teaches ways of thinking and methods of study. Emphases: examining architecture in our wider cultural space; learning and understanding architecture as a basis for new design work and for searching for answers to why and how architectural and cultural history are woven into contemporary architecture.

The Architecture of Creative Thinking »TZ 7–B« 5. letnik

doc. Gašper Medvešek

We are witnessing numerous demographic changes and ecological crises. Architecture is increasingly becoming a tool for capital enhancement and a means of widening the gap between rich and poor. This raises the question of whether traditional architectural tools are still adequate for creating a better world — or, conversely, whether they have become instruments leading to an undesirable future. The course Architecture of Creative Thinking introduces mental tools for creative reasoning that also extend beyond conventional architectural and methodological practices. With the aim of improving the world we live in, the course draws on lateral thinking tools (Edward de Bono), which serve as aids to creative thought. Creative reasoning is employed to respond actively to the challenges of the present, leading students towards an optimistic role for the architect — one who can contribute to shaping a people- and environment-friendly future. These tools were already used at our school by Professor Edvard Ravnikar, who considered them a theoretical foundation of his pedagogical work. The course also critically evaluates contemporary architectural and urban practices and, through the use of architectural analogies, creates a creative perspective for future architects. Methodologically, the architect uses analogies as a play of imagination, later transformed into a creative act. Through analysis of realised and unrealised projects, their comparisons and contrasts, the course introduces new mental tools for architects.

Renovation and Conservation

The module Renovation and Conservation broadens and deepens the fundamental knowledge in the field of heritage preservation, focusing on its integration into contemporary sustainable development. Heritage is understood as the tangible and intangible legacy of both distant and recent past. Its preservation, adaptive reuse, and updating are key paradigms of a sustainable future and of the New European Bauhaus, which calls for development without new construction and excessive extraction of building materials. The elective courses offer challenges of identifying, evaluating, and gaining an in-depth understanding of diverse heritage typologies, familiarisation with contemporary conceptual approaches, exploration of scenarios of adaptive reuse and updating of the past. In-depth learning takes place through practical workshops, site visits and on-site renovations, discussions, and group projects addressing current issues of preservation and adaptive reuse of our heritage.

Concepts of Renovation »PK 1–A« 4. in 5. letnik

prof. Maruša Zorec

Adaptive reuse of existing architecture is essential for sustainable spatial development. All preserved architecture created to date represents the heritage of our present and future. The course aims to introduce tools for its understanding and to show that renovation is a conceptual thought process. It examines examples of adaptive reuse of buildings and different conceptual approaches to heritage renovation, drawing on cases from the history of 20th-century Slovenian architecture. Students engage with research methods of studying, analysing, and evaluating selected examples. An important part of the work process is understanding concepts through drawing and other forms of representation. This alternative mode of analysis highlights heritage reading that, supported by analytical processes and in situ visits, enables an updated and spatially grounded interpretation of architecture.

Heritage Interpretation »PK 2–A« 4. in 5. letnik

prof. dr. Sonja Ifko

Heritage interpretation encompasses a wide range of activities aimed at raising public awareness and deepening the understanding of cultural heritage. The course addresses the role of heritage through time and its importance in shaping the identities of different communities. Students become acquainted with the multilayered meanings of heritage and with the key principles of interpreting and presenting both tangible and intangible heritage. Through critical analysis, the course examines the role of different forms of heritage in contemporary society. It also considers issues of dissonant heritage, while placing special emphasis on the power of heritage to mitigate spatial conflicts. Through participatory approaches, critically interpreted heritage gains a strong unifying capacity and an important role in community-building. Lectures and site visits present different interpretive approaches, the fundamental principles of designing interpretation, and techniques of implementation, summarised in the method of preparing an interpretation plan. Each year, students undertake a specific practical task and usually carry out the interpretation themselves.

Holistic Approach to Renovations »PK 3–B« 5. letnik

izr. prof. dr. Ljubo Lah

The course presents architectural heritage renovation as a complex set of measures, interventions, and activities aimed at its preservation and “revitalisation” with existing or new content. Renovation improves technical and spatial-design characteristics of the building/complex/settlement/area in question, as well as residential, economic, social, cultural, and ecological conditions. Comprehensive renovations are conceived as broadly framed efforts in favour of heritage conservation. Renovation methods stem from principles of heritage preservation, rational use of materials, space, time, and energy, safety assurance, and contemporary principles of sustainable development. Each renovation requires a unique, creative, and innovative approach by the architect in the design process, supported by knowledge of the history and significance of architectural heritage. Renovation is thus a unique opportunity for rethinking the buildings we inhabit, reshaping and updating them. According to the European Commission’s document Renovation Wave for Europe (2020), between 85% and 95% of existing buildings will still be standing in 2050. Students in this course are engaged either through individual research and study projects in the field of architectural heritage renovation or through systematic analyses and presentations of completed or planned renovations. The course also foresees in-depth study of literature in the field of renovation and heritage conservation doctrine. Student work results may take the form of study projects as well as reports on building development and the condition of the objects under study.

Sustainable approaches to recent heritage »PK 4–B« 5. letnik

prof. dr. Sonja Ifko

The course focuses on approaches to the sustainable preservation of modernist architectural heritage and industrial heritage. This heritage is fundamentally different from that of previous periods and, due to its characteristics—such as innovation in the use of new materials, structural solutions, and design—requires new approaches to conservation. These must stem from its developmental features and meanings; therefore, the first part of the course is dedicated to an analytical understanding of the specificities of this heritage. The second part addresses the sustainable aspects of preserving this heritage and its adaptation to contemporary living requirements, ranging from energy retrofitting to the introduction of new programmes. Emphasis is placed on interdisciplinary cooperation and the balanced consideration of all dimensions of sustainability—cultural, social,

economic, and environmental. An important component of the course is the study and comparative analysis of successful project approaches, covering a wide spectrum from strict conservation interventions to adaptive reuse strategies and the introduction of temporary uses. Case study: Stara elektrarna Velenje (the Old Power Plant, Velenje).

Architecture and Archeology »PK 5–B« 5. letnik

doc. Uroš Rustja,

Architecture is created in time. It is defined by spatial and social phenomena layered onto the material traces of the past, onto the archaeological fragments of former architectures. Architecture is a way of reading, connecting, and understanding fragments of the past, while also exploring their impact on the present and their potential for the future. The relationship between architecture and archaeology can be summarised on three basic levels, expressed by three fundamental questions: What is architecture and what is archaeology? How does architecture interpret space and how does archaeology? How do both contribute to the transformation of space? In general, architecture and archaeology can be understood as a complementary pair: one builds the future on the basis of understanding the present and the past, while the other uncovers the past and places it within the context of the present. Their theoretical interweaving in the field of concepts of space, materiality, time, and context provides a more comprehensive picture of how humans understand and shape space and how this understanding can be used to act more responsibly in the future.

20th Century Slovene Architecture »PK 6–B« 5. letnik

izr. prof. dr. Nataša Koselj

The aim of the course is to consolidate the notion of the recognisability of modern Slovenian architecture of the 20th century as a foundation of national identity and as a basis for further developing the tradition of the Ljubljana School of Architecture, while also familiarising students with current issues of its evaluation and protection. The course is linked to the contents and objectives of the international organisation DOCOMOMO (DOcumentation and COnservation of MOdern MOvement). It addresses key questions: What is Modernism? Why does it emerge? When does it appear? How do we use the term “modern”? What is space? What is time? What is the essence of the creative process? The course seeks to present and explain the origins and concepts of modern architecture, its major works and their authors, and to analyse the similarities and differences between pre-war and post-war modernism, both internationally and in Slovenia, with a special emphasis on domestic architects and the socio-cultural context in which they worked. It highlights the phenomenon and characteristics of the Ljubljana School of Architecture in the 20th century, its basic principles and spheres of influence. Based on the creative process itself and the laws governing the emergence of modern architecture, the course seeks to address issues of its evaluation and, on this basis, to define guidelines for its protection. The course combines architectural theory and history with experimental approaches and creative practices (e.g., workshops Playing with Brick, photography and video, compositional paper exercises inspired by the “B-direction”, workshops with clay and copper). In recent years, the course has particularly focused on researching overlooked examples of modernism in the region.

Materiality in Renovation »PK 7–B« 5. letnik

doc. Rok Žnidaršič

Updating the past confronts different historical periods with the present, merging them into a new whole that should allow both recognition of the qualities of the existing and a quality experience of heritage in the spirit and spaces of our time. This elective course explores the relationship and scale of interventions through the materiality of the existing and the new. Students are introduced to methods and techniques of uncovering and investigating different structures, principles, and materialities of the architecture under consideration. Through case studies of adaptive reuse and renovations, students learn to engage with reading, revealing, dialogue, and implementing various conceptual approaches to the repair of existing structures and materials. In addition to technical rehabilitation, they also investigate and interpret the existing palette of materials and the specific material values and qualities of the studied cases, as well as the relationship between materiality and the scale of newly designed elements that shape the character of an ambience or an architectural whole.

Architecture

The Architecture module focuses on deepening design practice in relation to contemporary social, cultural, and technological contexts. It explores new housing concepts, architectural responses to knowledge-based society, transformations of interiors, design strategies for public buildings, and experimental approaches that broaden the role of architecture. The courses offer both theoretical frameworks and design practice through seminars, workshops, and projects.

Architecture for Knowledge and Development »A 1–A« 4. in 5. letnik

doc. Mitja Zorc, izr. prof. Mojca Gregorski

The course addresses public buildings for education, upbringing, and research, and their role in society and space, both through historical experience and in light of unlocking potentials for the future. The treatment of topics is interdisciplinary, with critical reflection based on contemporary broader social challenges and sustainable development goals, as well as on issues more specifically related to education, upbringing, and research (demographic change, lifelong learning, diversity, inclusion, accessibility, social cohesion, 21st-century skills, knowledge society and digitalisation/ICT, health and well-being, education for sustainable development, etc.). Through processes of analysis and speculative design, and on the basis of concrete case studies of buildings, the course critically examines existing typological solutions and explores alternatives for the future. Guest experts from fields related to education and research, as well as representatives of schools and kindergartens (or other institutions) whose buildings are studied within the course, are expected to participate (including guided site visits).

Contemporary Forms of Living »A 5–B« 5. letnik

prof. mag. Anja Planišček, doc. Anja Vidic

The course addresses questions of dwelling and housing production in the context of contemporary social, economic, technological, and environmental conditions. It examines organisational models of housing provision and construction, and dwelling forms that respond to growing inequality in housing access, demographic change, information and technological innovations, new modes of remote work, resource scarcity, natural disasters, as well as health and socio-political crises. It encourages reflection on responsive housing architecture – its spatial, programmatic, and typological articulation, as well as its tectonic, technological, and ecological structures. The course presents relevant examples from recent decades across different geographical and cultural contexts in urban, suburban, and rural environments. It is organised into three thematic units: housing provision models and housing policy, dwelling forms, and architectural design.

Architecture and Urban Processes »A 3–B« 5. letnik

prof. mag. Tadej Glažar

The course focuses on the role of architecture in social, economic, and spatial processes unfolding in urban environments: from deindustrialisation and the transformation of infrastructural networks to gentrification, touristification, and the consequences of climate change. Architecture is understood as an integral part of these processes – an activity that co-shapes the urban fabric and influences life in the city, from renovation of existing buildings to the design of new ones, their relation to public space, adaptation to climate change, and the establishment of socially inclusive processes based on citizen participation in planning and design. Architectural intervention is thus a trigger of urban processes that result in more or less inclusive cities. Special emphasis is placed on reflecting on the interaction of architecture with transport and green infrastructure, public space, diverse social groups, and, ultimately, economic interests. By analysing domestic and international case studies, students critically assess the role of architecture in selected examples. They also explore possibilities and limitations of architects' participation in developing a resilient city, from establishing participatory processes that strengthen urban communities to building facilities, infrastructure hubs, and public space in line with principles of sustainable development.

Memory, Tradition and Continuity »A 4–B« 5. letnik

prf. mag. Tomaž Krušec, doc. Matevž Zalar, doc. Miha Munda

The course explores the interweaving of tradition and contemporaneity in architecture, examining how knowledge from traditional and vernacular architecture can contribute to innovative solutions for today's challenges. Students analyse historical practices, construction techniques, and local architectural features, using them as a basis for sustainable and contextual design. The course emphasises a methodological approach to integrating traditional architectural principles into contemporary practice, highlighting the importance of materials, climatic conditions, and cultural context. Through case studies of successful projects, students learn how tradition can serve as a source of innovation. The course encourages critical thinking, analytical skills, and the ability to integrate sustainable solutions into design practice. The competences acquired enable students not only to gain an in-depth understanding of past architectural practices but also to apply this knowledge in contemporary design, where sustainability, functionality, and cultural dimensions intersect.

Architecture of Public Buildings and Contemporary Social Challenges

»A 2–A« 4. in 5. letnik

prof. mag. Tomaž Krušec, dov. Vid de Gleria, doc. Domen Zupančič

The course addresses public buildings for various purposes, their future, and their potential role in responding to contemporary social challenges and achieving the Sustainable Development Goals (the 17 SDGs as defined by the UN, and related issues – selected according to the specific focus of the course). Public buildings are discussed in line with the principles of Baukultur, the high culture of building as defined in the Davos Declaration (2018), whose criteria are good governance, functionality, environmental protection and sustainability, economic value, social diversity and cohesion, consistency with the built and natural context, strengthening of spatial identity, and beauty. The thematic emphases of the course change over the years depending on current social and spatial issues. Guest experts with specialist knowledge in the field are regularly invited to contribute. The course critically questions existing paradigms in the design of public buildings – from typological approaches and programme-conditioned spatial organisation to processes of hybridisation and densification, and principles of adaptability and the establishment of spatial landmarks.

Materials and Processes »A 6–B« 5. letnik

doc. Rok Žnidaršič, asist. Katarina Čakš

The course Materials and Processes explores the causal relationship between materiality, construction technology, and processes in architecture on the one hand, and architectural design on the other. This mutual influence is placed at the centre of conceptual, theoretical, and ecological reflections on spatial design, presented through shifts in building paradigms in both historical and contemporary examples. In the second part of the course, current questions of material use are addressed: understanding the significance of material resources, knowledge and overcoming of conventional systems and construction technologies, contemporary experimental practices, and the potentials of future materials, technologies, and processes. The course encourages an understanding of architectural design as a multilayered process, nourished by and transformative of the history of construction technologies, the use of materials, and their social, economic, and environmental significance.

Extended Practices of Architecture »A 7–B« 5. letnik

prof. Vasa Perović, doc. Anja Vidic

The term “contemporary spatial practice” describes a range of disciplinary activities that go beyond the most common architectural task of building design. As the social role of the profession changes, so too do architectural strategies and approaches for achieving specific aims. The course examines and demonstrates the different ways in which contemporary architectural practice can operate, its role in relation to changing social circumstances, and the resulting shifts in architectural production. It also addresses the historical development of architectural practice, highlighting changes that have led to new organisational models and strategies. The course studies the possible roles of different architectural sub-disciplines today – architect-designer, planner, designer, theorist, critic, educator, curator, activist, etc. – as well as new organisational models that allow for switching or combining between them. In addition, it explores less established or entirely new modes of architectural practice and the resulting forms of production, such as cultural initiatives and speculative constructions. Case studies of practices that transcend established organisational models and operate in fields beyond the conventional understanding of the architect’s work and the architectural object are analysed.

Interior

The Interior module explores the design and creation of interior spatial experience through a synthetic process, whose quality is crucial for the development of diverse architectural projects. It does so through the lens of historical and theoretical reflection, starting from public and collective architecture, through which it questions how architects and users contribute to its cultural, social, or political purpose.

The concept of the new Interior module, which will enable connections with other courses at the Faculty of Architecture and foster collaboration with other academies and faculties of the University of Ljubljana, aims to go beyond conventional notions of interior design, which are often focused exclusively on furnishing. Instead, it seeks to establish an interactive learning experience that addresses the interdependence of architectural and interior design knowledge. Furthermore, it consistently strives to link these intertwinings with the design of various artefacts that connect people across space and time, creating an atmosphere that engages with the multilayered, often phenomenological components of life: from visual/aesthetic (beauty of forms and structures), physical (proportions, ergonomics, light, colour, texture, acoustics, sound, etc.), socio-emotional (creating opportunities for interaction and retreat), intellectual (humour, historical significance of interiors), and more.

The module will also address the socio-normative meaning and politics of interiors in public buildings (collective housing, social architecture, adaptive reuse) and will gradually encourage a systematic overview of the existing theory of interior design, which, as a young discipline, is only beginning to establish itself. This will be integrated into the production of research assignments, exercises, and visual essays within compulsory and elective courses, as well as at the master's and doctoral level.

Furniture Politics »I 1–A« 4. in 5. letnik

prof. Jurij Sadar

Furniture does not only serve functional and aesthetic purposes but also reflects political structures, ideologies, and social values, while influencing public perception. As an architecture of small scale, it co-creates the interior spatial experience, and in social, collective architecture and public space it often assumes a symbolic role, builds collective memory, and acts as a medium of soft power.

By employing their own social imagination – connecting personal experiences with broader social contexts and structures – the architect can actively reflect on alternative social arrangements and visions. Through architectural production (or its deliberate absence), the architect expresses their position towards society and has the power to influence existing social reality. This can occur at all scales.

The course addresses the interdependence of architecture and interior design, considers the socio-normative meaning and political dimensions of interior space, and questions the role and power of furniture as a political tool. Through the analysis of historical and contemporary examples, it investigates how interior space is used as an instrument of control, exclusion, or emancipation, and whether it reproduces existing social norms or opens possibilities for alternatives. Particular emphasis is placed on the role of architects in shaping interior space and on the impact of these processes on broader social and political structures and the environment.

Transformation of Interiors: Phenomenology of Living and Cultural Rituals »I 2–A« 4. in 5. letnik

izr. prof. dr. Špela Hudnik

The course addresses transformations of interiors through social, cultural, and everyday living rituals, using historical-theoretical bases of interiors as its foundation. Through the phenomenology of activities – work, bathing and hygiene, eating, withdrawal, socialising, consumption, dwelling – students explore different theoretical and social interpretations of living spaces. Emphasis is placed on the dynamic processes of dwelling, expressed through material culture, architectural change, shifts in modes of spatial use, and the influence of contemporary technologies. The course provides deeper insight into the less visible layers of the history of interior design and interiors, not only through classical architectural and design theories but also through the impact of media, film, literature, fashion, product design, and domestic equipment. Through an interdisciplinary approach, the course offers students alternative perspectives on questions of contemporary dwelling, culture, and social inclusion.

Curated space »I 3–B« 5. letnik

izr. prof. dr. Špela Hudnik

The course focuses on cognitive processes of architectural, urban, and landscape space as multimedia space. Topics include: the art and science of spatial cognition; a historical overview of thinking about perceptual space; conceptual and experiential space, ideal and real space, information and space; media for perceiving and interpreting space (material and immaterial, existing and possible); factors influencing the creative process of spatial planning – natural, social, cultural, and technological; applicability of media and techniques in spatial planning;

translating the “languages” of architectural and urban environments; designing physical and virtual space based on perception; the communication process and engagement with various professional and non-professional stakeholders in spatial planning and design; presentation techniques of space in different media (from sketches to VR) and in various forms of communication.

Design Laboratory »I 4–B« 5. letnik

doc. Uroš Rustja, doc. Anja Vidic

The Design Laboratory uses various theoretical and practical methods to reflect on and investigate the relationship between object design and the context of space, with an emphasis on innovation, ergonomics, material exploration, and responsible design. Through analytical and experimental processes, it develops design approaches and realisations based on current artistic, scientific, technical, and cultural paradigms. The aim of the Design Laboratory is to foster the ability of critical reflection on archetypes and standards, as well as to seek new possibilities through processes of transformation and optimisation as part of contemporary design practice and production.

Haptics: Materials, Production and Assemblages »I 5–B« 5. letnik

doc. Paul O. Robinson

Any physical experience of architectural space is defined by the entwined stimulation of all the bodily senses, and as such, materials and their multifarious attributes play a fundamental role in shaping one’s sensorial—tangible—perception of space. Materials present the perceived countenance of interiors, but their realization, the content of a material language, begins below the surface; they are the interface between the architectural program and the realization of the haptic realm. With the aforenoted in mind, this course provides a historical, theoretical and practical path to understanding the nature of materials used in the production of interior space. The course structure is fourfold and involves: studying the historical underpinnings of material production and usage that will enhance one’s ability to reshape traditional modes of craft(ing) within the contemporary practice; studying the theoretical premises behind selected material manifestations that support the potential for the student to consider, and transform, materials as program-based signifiers; studying the technical production of manifold materials provides the student with a ‘deep-reading’ of the responsible processes used in the production and delivery of materials used for the physical manifestation of meaningful space; the study of the purposeful—programmed—relationship between material types – in other words: detail. The latter component will result in the crafting of spatial details using the materials workshop as a base.

Light, Color and Atmosphere in the Interior »I 6–B« 5. letnik

izr. prof. dr. Tomaž Novljan, izr. prof. Leon Belušič

In the future of interior design, light and colour will be closely tied to technological progress, sustainable practices, and our understanding of light and colour as sources of energy, information, and aesthetics. As fundamental visual elements of architectural design and perception, they will increasingly shape both physical and virtual/cyber spatial realities. They continuously raise questions about how spaces can be newly designed or existing ones transformed, and how they can be best integrated into the various spatial and broader contexts in which they are situated.
The course will address topics such as the sustainable use of natural and artificial light and colour; adaptability and intelligent use of light and colour; integration with materials and spaces – both functionally and aesthetically; their influence on health and well-being; and the establishment of living conditions in extreme environments above and below the earth’s surface, under water, and in outer space.
The future of light and colour will be marked by deeper integration with technology, sustainability, and personalisation. Light and colour will no longer be merely tools for illumination and “colouring” but will become a key part of our dwelling in interiors, affecting our health, well-being, connectivity, and creativity. Within the course, both entities will be addressed from technical-metric as well as artistic-creative perspectives.

Architecture of Virtual Space »I 7–B« 5. letnik

izr. prof. dr. Or Ettlinger

The course investigates the architectural dynamics between three types of space: the mental space of imagination, the virtual space of visual media – both old and new – and the physical space in which we all live. It focuses particularly on interior spaces, whose immersive experience offers direct and immediate access to exploring and testing different questions in practice: How do we perceive space, and how does this perception influence the way we design and build? What is the nature of virtual space, and what kind of mindset does the design of convincing spaces within it require? How can virtual space serve as an interactive laboratory for developing appropriate design approaches for physical space? How can neuroscience help anticipate and evaluate designs that best support human well-being? What is the role of geometry in creating coherent spaces that function effectively as a whole? How can we ensure that new technologies serve the design process while humans still retain control?

Urbanism

Elective courses within the Urbanism module focus on contemporary forms of spatial development; the interplay of rural and urban areas as the so-called urban continuum; urban transformations; critical regionalism and identity; the cultural and morphological diversity of space and its multilayered development through space and time; questions of contemporary global civilisation and its processes of sub/urbanisation; and holistic approaches to designing sustainable (resilient, nature-based) settlements. The module also addresses the meaning, role, and transformation of degraded areas; the perception of urban space; our mental well-being; the role of green areas for mental health; and social interactions among people. A variety of media and techniques are applied in the planning process, ranging from the contents of strategic and action planning to sketching as a tool for understanding architectural creativity and learning how to record space. The module aims to interconnect the contents of individual courses and organise them as an urban design workshop, including all steps of participation.

Rurism and Rural Architecture »U 1–A« 4. in 5. letnik

prof. dr. Alenka Fikfak

Defining the basic terms of the subject: culture and identity. Theoretical and historical starting points for understanding of spatial genesis with emphasis on agriculture as the builder of the traditional countryside cultural landscape. Contemporary global social amd economic changes and transformation processes betweenurban and rural. Starting points of the national policy with methodological guidelines for sustainable development. Methodological approach to designing rural settlements and architecture. Modern forms of spatial development in the countryside and demands for complementarity between rural and urban spatial elements. Traditional countryside architecture and forms of its renewal. New trends in the design of modern architecture in the countryside – critical regionalism. The legal framework for design and management of settlements and architecture.

Settlement Culture »U 2–A« 4. in 5. letnik

izr. prof. Aleksander Ostan

The quality of our living is conditioned by our culture of dwelling, which in turn is defined by the culture of settlement in which we live. Urbanism and architecture together comprehensively form this framework, which through its forms, meanings, and values encompasses both the spiritual and material aspects of dwelling, spanning between tradition and contemporaneity.

Urban Brownfield Adaptive Reuse »U 3–B« 5. letnik

doc. Primož Hočevar

Vacant and abandoned building land, empty and neglected buildings, suspended and unfinished construction sites are therefore the primary resource for the sustainable transformation of urban development, preventing urban sprawl onto reclassified agricultural land at the edges of cities and settlements. According to their characteristics and their impact on the functioning and development of cities, they are defined as degraded urban areas (DUA).

Urban Psychology »U 4–B« 5. letnik

prof. dr. Matija Svetina

Why is this course important? It offers students insight into the psychological dimensions of urban space, particularly into how different urban solutions affect our behaviour, emotions, and mental health.

Space and Media »U 5–B« 5. letnik

doc. dr. Matevž Juvančič

The course introduces students to fundamental knowledge of cognitive processes in architectural, urban, and landscape space as spaces of multiple media. It addresses the relationships between conceptual and experiential space, and between ideal and real space, while students also investigate the role of information in shaping space.

Open Space and Drawing »U 6–B« 5. letnik

doc. Blaž Budja

The aim of the course is to familiarise students with important spatial relationships in architectural and natural landscapes, to encourage reflection on design elements and interdependence of spatial ensembles of the natural and the built environment, and to develop the method of “thinking with the hand”, which is the basis for quickly capturing the condition of space. The knowledge acquired enables understanding of spatial context, which in the creative process allows for the enhancement of design solutions and awareness of the complexity that influences architectural design in space.

Action and Strategic Planning »U 7–B« 5. letnik

doc. dr. Tomaž Berčič

Action planning is a key part of strategic spatial planning and belongs to the informal forms of planning, often connected to practical and analytical approaches. It is particularly characterised by the direct inclusion of principles of public action and participation, which enable the active involvement of different stakeholders in the process of strategic spatial planning.

Technology

Elective courses within the Technology module combine contents focused on the technological aspects of structural design. The curriculum includes both fundamental and advanced knowledge in the field of structural conception and design, earthquake-resistant construction, renovation and seismic strengthening of existing buildings, as well as the use of new materials and construction details. Particular emphasis is placed on ecological approaches to building, timber construction, and sustainable solutions in architectural technology.

Within the module, students are also introduced to the use of contemporary digital tools and software, including parametric design and the integration of artificial intelligence into the architectural process. Case studies of selected examples of good design practice provide insight into the sustainable aspects of structural planning and the application of innovative ecological technologies in construction.

The aim of the module is to provide students with comprehensive technological knowledge, enabling the architect-designer to collaborate effectively with other professionals in the design and construction process.

Concepts and Design of Structures »T 1–A« 4. in 5. letnik

prof. dr. Vojko Kilar, doc. dr. David Koren, doc. dr. Simon Petrovčič

The course addresses selected key topics in the field of structural design for buildings and for construction more broadly, with a focus on conception and structural design in architecture. It is primarily intended for students of architecture who wish to expand their knowledge of structural design, earthquake-resistant construction, renovation and seismic strengthening of existing buildings, the use of new materials and construction details, and digital design tools. Through the study of selected cases of good design practice, the course also addresses the sustainable aspects of structural design and the application of contemporary ecological technologies in construction. It introduces relevant legislative frameworks for design and construction according to Eurocode regulations. An important part of the course is the seminar paper, chosen by each student according to their own interests, previous knowledge, and preferences, and developed with the full support of the instructors. This may include preparing a structural concept for a building that can later be integrated into the student's master's thesis.

Development and Systems of Structures »T 2–A« 4. in 5. letnik

doc. dr. Lara Slivnik, prof. dr. Matej Blenkuš

This course provides students with knowledge of the development of architectural structures and structural systems, and deepens their understanding of the application of various structural solutions, building design concepts, and structural elements. The aim is a more profound understanding of designing new structures and knowledge of existing ones. Structural systems are presented through the historical development of individual elements (linear, planar, and spatial structural elements) and their components (beam, column, frame, truss, arch, dome, membrane, etc.). The course covers simple structural systems (bending, compression, tension), composite systems (cable structures, pneumatic structures), and examples of special structures (e.g. single-column supported structures). The suitability of different materials (stone or brick, timber, steel, reinforced concrete) for specific structures is explained. By studying the historical development of different structural solutions, students search for innovative new design concepts for buildings. The main learning method is the study of case studies of renowned architectural works from both Slovenian and international contexts.

Creative Programming »T 3–B« 5. letnik

doc. dr. Simon Petrovčič, doc. dr. Jure Žabkar

Creative Programming is a renewed course that replaces the former elective Basics of Creative Programming and introduces updated content tailored to the contemporary needs of the architectural profession. Students acquire fundamental knowledge of programming in Python and visual programming with Grasshopper in Rhinoceros, enabling them to use parametric modelling and algorithmic methods to tackle complex architectural challenges. The course represents a crucial bridge between traditional architectural design and the digital tools of the future. Students learn to create parametric models that allow for rapid exploration of multiple design possibilities and automation of repetitive tasks. Special emphasis is placed on the integration of artificial intelligence into the design process. Parametric design and programming have become indispensable in contemporary practice, routinely used by leading international firms such as Zaha Hadid Architects, Foster + Partners, and BIG. No prior programming knowledge is required, making the course accessible to all students of architecture, while equipping them with essential digital skills and a strong competitive edge in the profession.

Bioclimatic Architecture »T 4–B« 5. letnik

prof. dr. Martina Zbašnik Senegačnik

Bioclimatic architecture is the design of buildings based on incorporating natural conditions of the site with the aim of ensuring living comfort. A bioclimatic building integrates sensitively into its natural environment without degrading it. The aim of the course is to introduce the principles of sustainable development into the vocabulary of the contemporary architect (bioclimatic, ecological, sustainable, and energy-efficient building). Students learn about new criteria and building systems that ensure optimal living comfort while reducing energy use, consumption of resources, and construction waste. They also become

acquainted with ecological construction methods and concepts of ecological, passive, low-energy, energy self-sufficient, electrically autonomous, and nearly zero-energy buildings. Principles of orientation, prevailing winds, vegetation, relationships between buildings, use of daylight and solar gains, and active use of solar energy are integrated into building design. Case studies show that harmony between a building and its natural environment – historically a guiding principle of construction – is also a key direction for future progress.

Digital Modelling and Fabrication »T 5–B« 5. letnik

doc. dr. tomaž Slak

The course introduces students to digital technologies for modelling and fabrication of physical models and prototypes in architecture. Emphasis is placed on understanding structural principles, materials, and contemporary fabrication processes such as laser cutting, 3D printing, robotic fabrication, and CNC milling. Students explore the relationship between digital modelling, geometry, and structural properties, and experiment with different fabrication techniques from study models to execution-level prototypes. Learning goals include: 1) mastering the basics of digital modelling and fabrication, 2) understanding structural principles and contemporary modelling methods, 3) acquiring practical skills in using digital tools, 4) analysing models in a virtual environment and transferring results to physical models/prototypes, and 5) developing the ability to present architectural projects through prototypes. The course includes practical exercises, material experiments, and digital fabrication. It concludes with an independent project and presentation of results.

Building with Wood »T 6–B« 5. letnik

prof. dr. Manja Kitek Kuzman

The course addresses contemporary challenges of timber construction: principles of designing and engineering timber structures, the use of timber and other renewable materials in the built environment; the sustainability and development aspects of timber architecture; the use of other materials in combination with timber; innovative fasteners, information and computer technologies in renewable materials and sustainable building; and the creation of healthy living environments. It is intended for students who wish to deepen their knowledge of timber engineering products, especially in the context of residential and public buildings. In addition to surveying architectural possibilities and trends, and the latest examples of timber construction (with a focus on multi-storey timber buildings), the course also introduces manufacturing and protection technologies for timber products, structural aspects of various timber elements (glued laminated curved beams, cross-laminated panels, various composite elements), and the basics of ensuring mechanical resistance and stability according to the new generation of Eurocode standards. The course emphasises individual seminar/project work in collaboration with timber construction companies.

Earthquakes and Built Environment »T 7–B« 5. letnik

doc. dr. David Koren

An earthquake is a rare event with low probability but high risk, as it can cause catastrophic consequences for the built environment, nature, and people. The fact remains that most of the problem is created by humans through inadequate construction. Today we are able to design earthquake-resistant buildings, but we cannot predict earthquakes. The course introduces students to the specifics of seismic loads and the consequences earthquakes can have on the built environment. It synthesises and builds on previously acquired knowledge about structures and their behaviour during earthquakes, while addressing a broader perspective – the seismic vulnerability of the built environment in relation to the resilience of entire cities or neighbourhoods as socio-spatial systems. Students learn about contemporary approaches and technologies in earthquake-resistant construction, understand the relationship between buildings and their environment, use vulnerability curves, classify structures according to levels of seismic vulnerability, and connect the vulnerability of individual buildings to the resilience of the wider built environment. They also gain insight into city modelling as a network and into urban functioning in case of earthquakes. The course introduces relevant professional and scientific literature, while case studies help students understand the impact of earthquakes on the built environment and evaluate the performance of urban systems in the aftermath of seismic events.