



Knowledge Presentation of Regulations for Architectural Engineering

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Introduction

According to Regulations, the programme belongs to the civil engineering science branch, and was developed in compliance with regulations, this is not exclusively an empirical study. Authors endeavour to implement interdisciplinary teaching of the two salient fields of the construction industry, and propose a carefully formulated curriculum [1]. The aim of the programme is to provide graduates with fundamental attitude towards overall construction investment process, ability to prove the benefits of the design concept, conduct feasibility studies based on the training in architectural and engineering disciplines, ability to integrate design of all building systems into the project, ability to communicate with different professionals and society in performing professional services, integrated knowledge of architecture and civil engineering developed by building sciences; knowledge of state of the art technologies, and construction investment process development, theoretical knowledge and experience to apply the knowledge substantiating efficient architectural and structural solutions, and applying innovative Information Technology tools and methods, theoretical knowledge and experience to co-ordinate design development of all building systems, work in construction industry, oversee the construction development, and perform the project maintenance, ability to become self-directed, independent learners by the time of graduation, to update their professional knowledge, apply in their practical activities achievements of science and technology, complying with the requirements of the construction industry profession, personal, social, special skills in order to train efficient professionals for design and construction companies, governmental institutions, ability to conduct and apply research [2]. Graduates of the programme practicing structural engineering will be skilled to deal with architectural issues, and those practicing architecture will be skilled to deal with engineering issues. Training of such professionals presumes both the improvement of the project quality, and the increase in the speed of project development [3]. As the programme includes the courses dedicated to other building systems needed for the overall functional structure, graduates of the programme, after gaining some experience, would be capable of leading a project team in a more professional manner rather than members of other building professions [4]. Considering national regulations, it was important to choose not only what is best to teach, but also in what order. When organising the courses in the curriculum, such factors as course duration, and such aspects as concrete to abstract, whole to part, simple to complex, were considered [5]. For instance, courses in the programme are introduced starting from basic and generic and progressing to specialise several curriculum courses are organised in complexity levels [6]. The great number of competences presented proves that a professional cannot acquire all necessary skills at a university, and that lifelong learning is more of a necessity than an option. An attained compliance of the proposed curriculum with Regulations is presented in the study [7]. The results can be of benefit for the development of the interdisciplinary programme, and also for bridging the gap between the professions [8]. However, the gap would disappear if the training in both professions was integrated. The appearance and development of architectural engineering in the construction field has been stimulated by the need to optimise construction project development, and improve the sometimes

inefficient collaboration between an architect and a structural engineer [9]. The essential architectural engineering professional skills and knowledge, which compose the proposed competence model presented in this paper, are based on the analysis of the professional practice of architects and structural engineers, and on the analysis of the competence models for professionals in various science branches [10].

Acknowledgement

None

Conflict of Interest

None

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