



2012

Trimester 1

COURSE OUTLINE

ARCH/INTA/LAND 591/592

RESEARCH THESIS

GENERAL

Core; Full Year; 591 version 120 points; 592 version 90 points.

ASSESSMENT

Examination of completed Thesis

CLASSTIMES AND LOCATIONS

SCHEDULED CLASSES: 9.00 am to 4.00 pm Thursdays Year 5 Studio VS301
(Individual & Group Meetings by arrangement with supervisors)

COORDINATOR

Coordinators

Chris McDonald
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Supervisors

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Peter Wood
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COURSE SYNOPSIS

ARCI/INTA/LAND 591/592 is the culmination of academic preparation for your chosen profession. In line with international convention, and reflecting the increasingly research-led nature of professional practice, Part II of the Master's Degree is devoted to self-directed design-led research which demonstrates mastery of some aspect of design and provides evidence of an ability to do research. The research should be informed by a theoretical or technological perspective, but the primary evidence is obtained through the medium of design and subsequent exegesis.

The course develops skills for career-long self-directed learning. These include the capacity to access, analyse and evaluate current knowledge, as well as the ability to ask original questions and generate new understanding. Working closely with your supervisor, you will demonstrate your command of the full range of design skills including conceptualisation, development, resolution and representation of design ideas. You will apply these skills to a particular research topic, showing how design may become part of a wider research methodology.

AIMS OF THE COURSE

ARCI/INTA/LAND 591 supports students as they undertake independent research through the medium of design. Work is conducted under the supervision of an experienced academic and/or practitioner. Although responsibility for formulating and carrying out the research rests firmly with the student, the course offers academic advice, practical support and a series of structured outcomes leading to the completed design thesis.

At the outset of the course, supervisors help students to frame a viable research question and locate appropriate resources. Alternatively, supervisors may nominate specific fields of design research and locate a range of possible research topics for students to consider. As the work progresses, the student will take greater command of the subject. Increasingly, the supervisor's role will focus on assessing the integrity of the work. Particular attention will be paid to iterative design methods and to critical reflection on the evolving outcomes of design.

The Architecture Research Thesis introduces students to a broader scholarly and professional community by acquainting students with appropriate research conventions and outlets. The course encourages students to participate ethically in the broader intellectual life of the University and to disseminate research findings to the widest possible audience.

COURSE LEARNING OBJECTIVES

Knowledge

By the end of the course, students will have learned to:

1. Refer confidently to current thinking and practice in a particular area of architecture and/or landscape.
2. Conduct research through the medium of design.

Creative & Critical Thinking

By the end of the course, students will have learned to:

3. Use current knowledge to inform a design.
4. Fully resolve all aspects of a design according to current expert understanding.
5. Reflect on the design, and present a constructive and intellectual evaluation of the outcome as well as the process which produced it.

Communication

By the end of the course, students will have learned to:

6. Manage a large body of information; structure a coherent design exegesis; and communicate findings to both scholarly and professional audiences through a combination of graphic and textual media.

Leadership

By the end of the course, students will have learned to:

7. Provide expert advice on a particular subject, and stimulate further inquiry on this topic.

GRADUATE SKILLS

Graduate Skills	Taught	Practised	Assessed
Knowledge			
• Information literacy	✓	✓	✓
Creative and Critical Thinking			
• Problem solving	✓	✓	✓
• Critical evaluation	✓	✓	✓
• Work autonomously	✓	✓	
• Creativity and innovation		✓	✓
Communication			
• Effective communication (written)	✓	✓	✓
• Effective communication (oral)	✓	✓	
• Effective communication (graphic)	✓	✓	✓
• Work effectively in a team setting			
Leadership			
• Ethical behaviour in social / professional / work environments	✓	✓	
• Responsible, effective citizenship	✓	✓	
• Commitment to responsibilities under the Treaty of Waitangi		✓	

COURSE CONTENT

The Architecture Research Thesis is a full year project which concludes the MArch(Prof)/MIA(Prof)/MLA(Prof). As the culmination of a research-based degree, ARCHI/INTA/LAND 591/592 conforms not just to School, Programme and Professional requirements but also to University-wide policies and regulations for the Master's Thesis. For this reason, it is essential for students to be familiar with the VUW *Master's Thesis Policy* as well as relevant sections of the *Assessment Handbook* and the *Library Statute*. These documents should be read in conjunction with this *Course Outline*.

The conventions of master's level study impose objectives, practices and outcomes which differ from those encountered in previous studio courses. Working individually, students undertake research which demonstrates a degree of intellectual rigor and professional expertise. Students frame a novel research question and subsequently identify, devise or adapt an appropriate design research methodology. The research process may include the collection or generation of data together with a structured method of analysis. The outcome will be a coherent, rigorous and resolved design which demonstrates mastery of a particular aspect of architecture/landscape.

Design will constitute the primary means of undertaking this investigation. Accordingly, the studio-based course requires skilful visual representation and spatial dexterity as well as competent writing. Creative work must demonstrate a comprehensive command of architectural design and communication. However, the precise role of the design component will vary according to the research question and methodology. Whatever its purpose, the design will be subject to systematic critical appraisal using criteria which are specific to the research topic. The value of this portion of the work will be judged against the exegesis.

COURSE DELIVERY

Ten academic staff (or research fellows) lead nine studio streams which correspond to research clusters within the School of Architecture. In 2012, the following streams and supervisors are offered:

CONSTRUCTED ECOLOGIES: RITUALS OF SPACE (Philippe Campays) – sensory environments (affect); integrated cross disciplinary design solutions; rituals of space; regimes of care; performance; interiority; narrative; regenerative practices and well being; social ecologies.

CONSTRUCTED ECOLOGIES: TECHNOLOGY & PERFORMANCE ARCHITECTURE (Tobias Danielmeier) – this stream explores different concepts of performance architecture; students will look at either particular construction technologies from a material perspective (e.g. timber construction), environmental perspective (e.g. solar architecture) or spatial organisation (e.g. industrial architecture).

CULTURAL PRACTICES: BUILDING, POLITICS AND REPRESENTATION (Christine McCarthy) – interior architecture/interiority; representation (esp. film/proto-film/drawing); testing architectural theory; heritage/building re-use (tensions of public vs private rights); heritage (Modernism); capitalism; New Zealand architectural history/historical sites; Maori/bicultural architecture.

CULTURAL PRACTICES: NARRATIVES (Daniel Brown) – how design enables and supports the performance and enactment of place; social, cultural, symbolic practices; leisure, work and domestic space; rituals of space; regimes of care; performance; interiority; narrative.

EMERGENT PRACTICES: DIGITAL DESIGN ENVIRONMENTS (Jules Moloney/Tane Moleta) – This stream invites students to explore the production and experience of architecture through the engagement of innovative digital design environments; the focus for 2012 is on mixed reality visualization environments, parametric / generative design iteration and responsive environmental skins; software environments include: Arduino/ Unity/ Processing/ Android/ Kinect/ BuildAR/ Grasshopper/ Rhino/ MaxScript/ Python.

EMERGENT PRACTICES: THE SHAPE OF FUTURE-TECTURE (Peter Wood) – this stream explores the formal and figurative implications of emergent practice and representational architecture: what does it mean to approach a disciplinary limit? how might we recognise it as such and what tools or means do we need to determine an image of the new? Most importantly, what image do we give to emergent practice?

HABITATIONS: URBAN DESIGN (Chris McDonald) – new settlement patterns and lifestyles which intensify and integrate; development potential of boundaries and other discontinuities in urban fabric; settlement forms in semi-rural and suburban areas; hybrids which explore new combinations of forms, spaces, activities and meanings; movement and exchange including relationships between architecture and infrastructure; issues emerging from a critical understanding of urban structure and history of cities.

HABITATIONS: HOUSING (Sam Kebbell) – critical study of residential building types including their potential integration with non-residential programmes; exploration of the demographic, economic, and political parameters around residential development; experimentation with both form and programme in order interrogate the discipline as a form cultural discourse.

RESILIENCE: RESILIENT CITIES (Penny Allan) – adaptive cities; urban ecology; design to anticipate and mitigate impacts associated with climate change and extreme weather events; strategies for survival after catastrophic events; pre and post planning for recovery; social and material reconstruction of place in ways responsive to situation; open systems theory; urban landscape; landscape urbanism; ecological urbanism.

A student's stream leader acts as his or her principal supervisor for the duration of the course. The supervisor will negotiate a research topic with the student. However, final approval for each proposal will come from the School Research Committee and Head of School. Once this approval has been given, the supervisor will work with the student to agree a framework and timeline for the research. This will include a series of phased submissions and reviews which are required of all students (see Schedule of Sessions and Assessments). Subsequently, the supervisor's role can be summarised as follows:

- providing academic advice
- assessing the work, issuing timely feedback & reporting on progress (including two "Six Month Reports")
- directing the student to relevant resources
- facilitating compliance with administrative requirements
- encouraging the student to participate in the wider intellectual life of the University

Although supervision is generally tailored to individual research projects, supervisors may nominate specific fields of design research and locate a range of possible research topics for students to consider. Supervision is likely to occur in one-to-one meetings or small group tutorials. Times and venues for these meetings will be arranged by individual supervisors.

Students may also be assigned an “advisor” who supports the supervision process. These appointments will be made on a case-by-case basis with the assistance of the supervisor and course coordinator. Advisors will be drawn from within the Faculty, and appointments will depend on staff workloads. Additionally, supervisors are available to provide specialist tutorial advice to students from other research streams.

At key stages of the course, specialist tutors will be available. Resources are limited, and some students may be directed to these tutors by their supervisors. Alternatively, students may sign-up for specialist tutorials on a first-come first-served basis. Students will be advised in advance of these tutorials, and sign-up sheets will be posted on the Year 5 notice board.

In addition to regular contact between students and supervisors, there will be six major course-wide outputs or events. These are intended to accelerate the work or mark key stages in its development.

Two **Design Workshops** provide opportunities for an intensive engagement with the research question through the medium of design. The first of these occurs early in Trimester 1 and ensures that design is integral to the overall research strategy. A second workshop occurs early in Trimester 2. This event helps students to identify the final structure of their thesis with emphasis on its graphic components. Students will produce a detailed work plan leading to completion of the thesis. Both workshops culminate in exhibitions.

Design Reviews occur mid-year and during the mid-trimester break in Trimester 2. These allow students to test ideas before a panel of internal and external critics. Although they will not be identified, *examiners may attend the September review*. This event provides students with an opportunity to explain their design directly to future examiners and to answer any questions they may have about the work. For this reason, it is important that the design is substantially complete at this time. The Design Review is followed by a week-long **Exhibition of Work**. Entrants in the annual **NZIA Graphisoft Student Design Competition** will be selected at this time.

Students who *submit theses for examination on 1 December* will be included in a **Design Research Publication**. Its release will coincide with the May graduation ceremony.

ASSIGNMENTS/PROJECTS

A completed Master’s Thesis is the single item of assessed work. This may be submitted for examination at the end of November, nine months after the start of the course. Students are strongly encouraged to meet this target. Phased interim submissions, feedback, reviews, workshops and symposium are all programmed to assist students in achieving this goal.

However, thesis students are automatically enrolled for a period of 12 months. There is scope to extend this period by one-month increments, normally to a maximum of 18 months.

A Master’s Thesis is the outcome of independent research, scholarship, and/or creative activity. Design theses demonstrate these outcomes through the medium of design and a supporting exegesis. Ultimately, the value of a thesis depends on its intrinsic qualities: the significance and viability of the research question; the appropriateness and rigor of the methodology; the clarity and resolution of the design outcome. In addition, academic conventions establish expectations for the scope of master’s level research.

The design work of the thesis has its own discrete outputs and timeline. However, its underlying purpose is to contribute to the research question through the medium of design. The Research Proposal, and the subsequent development of a methodology, must make this purpose very clear. Equally, the exegesis must make this contribution apparent, indicating how the design process and its outcome support a particular argument in response to the central research question. Although every aspect of the design must be completed to a professional standard, the role of the design in the research will vary according to the research topic. Assessment will take this into account. Possibilities include (but are not limited to):

- providing a case study (usually examined in some depth)
- adapting a design (or design strategy) for a new purpose or context
- conducting an ‘experiment’
- triggering or refining a research proposition
- generating information and/or insights

The following timeline provides an indicative structure for these activities. As noted above, formal reviews will be held mid-way through the academic year and again mid-way through Trimester 2 when the design component of the Thesis is expected to be complete. Finally, a symposium provides an opportunity to present the totality of the research. By this time, students are expected to have completed a draft exegesis. All students will participate in these course-wide events. It is likely that supervisors will augment this structure with interim submissions of a less formal nature. Otherwise, target outputs and dates need to suit individual research projects, and should be agreed between students and their supervisors.

- | | | |
|----|---|---------------------------|
| 1. | <i>Initial Proposal: Design Intention/Brief/Research Question</i> | <i>12 March</i> |
| 2. | <i>WORKSHOP 1</i> | |
| | - <i>Spatial representation of research question</i> | <i>19-22 March</i> |
| | - <i>Exhibition</i> | <i>23-28 March</i> |
| 3. | <i>DESIGN REVIEW 1</i> | <i>20-21 June</i> |
| | - <i>Site Selection</i> | |
| | - <i>Context Analysis</i> | |
| | - <i>Case Studies</i> | |
| | - <i>Concept Design</i> | |
| | - <i>Initial Sketch Design</i> | |
| 4. | <i>WORKSHOP 2</i> | <i>30 July – 2 August</i> |
| | - <i>Graphic Structure of Thesis</i> | |
| | - <i>Plan of Work</i> | |
| | - <i>Exhibition</i> | <i>3-9 August</i> |
| 5. | <i>DESIGN REVIEW 2</i> | <i>5-6 September</i> |
| | - <i>Developed Sketch Design</i> | |
| | - <i>Presentation</i> | |
| | - <i>Design Appraisal</i> | |
| 6. | <i>EXHIBITION</i> | <i>7-13 September</i> |
| 7. | <i>SUBMISSION (target date)</i> | <i>1 December</i> |

The Thesis will include a written component which supports the design work. Typically the writing situates the research in relation to current knowledge and practice. It also includes the exegesis or discussion of design outcomes, focusing on their contribution to the research objectives. As a guide, the writing should be 5000 to 7000 words in length for ARCI/INTA/LAND 591 (4000 to 550 for ARCI/INTA/LAND 592).

Outlined below is a “default” structure for the Thesis (both graphic and written components), along with key stages in the development of your Research Proposal. Due dates for the Research Proposal apply to all students. The remainder of the outline is generic in nature, and will need to be modified to suit individual research projects. The indicative structure can also be used as a starting point for planning your work. It provides a series of “milestones” which may assist time management and facilitate feedback from your supervisor. These milestones should be referred to in the Six Month Progress Reports.

Research Proposal (standard template supplied)

- | | |
|--|-----------------|
| (i) two draft proposals for different research streams | <i>12 March</i> |
| (ii) single revised proposal for assigned research stream/supervisor | <i>19 March</i> |
| (iii) final proposal to School Research Committee | <i>30 March</i> |

Introduction to Research

- research question/proposition and objectives (including significance of the research)
- definitions and scope of research (including relevant contexts and other limits)
- description of methodology (including role of design)

Background to Research: Survey of Literature and Practice

- survey of current knowledge/practice in chosen field
- ideas/strategies which provide a foundation for the research
- gaps and inconsistencies in scholarly/professional treatment of the subject
- objectives/criteria for design case study
- contribution of research to current theory/practice

Design Case Study

- purpose of design (including its relationship to the research question or proposition)
- identification of site and interpretation of context
- identification of “client” and brief
- assumptions, limitations and qualifications
- comprehensive description of design process and outcome

Exegesis

- description of and reflection on design approach
- critique of design with particular reference to research proposition and subsequent objectives/criteria
- reformulation of research proposition (if appropriate)
- implications of research outcome for theory/practice
- unanswered questions and possible future research topics

ASSESSMENT REQUIREMENTS

University regulations impose very specific requirements for the assessment of a Master’s Thesis. Students are advised to become familiar with the *Master’s Thesis Policy* and relevant sections of the *Assessment Handbook*.

Supervisors do not assess their own students’ work, though they will give indications of a student’s progress during the year. Assessment will be undertaken by one internal examiner (a member of the Faculty’s academic staff) and one external examiner deemed to have standing in the field of the research. Under normal circumstances, neither examiner will be connected with the production of the thesis. Candidates may not know the identities of their examiners.

The student or “candidate” must decide when the thesis is ready for examination. However, this decision shall be made in consultation with the supervisor, after the supervisor has reviewed the completed work. The University has a responsibility to ensure that incomplete or otherwise unsuitable theses are not submitted for examination.

The candidate must submit two copies of the thesis to the Faculty Office along with the requisite signed “Statement of Authorship” form. If required, an electronic copy of the thesis will also be provided. The candidate will then apply to be examined.

Working independently, each examiner provides a report on the thesis and recommends a grade. A single letter grade is awarded for the thesis as a whole. The design and the written components of the thesis are not assessed separately, nor are they given particular weighting within the overall result. Grades correspond to the percentage ranges conventionally used at VUW, i.e. A+, A, A-, B+, B, etc. The MArch(Prof) is awarded with Distinction to students who earn an A or A+ weighted average for Parts 1 & 2. The degree is awarded with Merit to students who earn a B+ or A- weighted average for Parts 1 & 2.

The School has a long tradition of providing *critical review* of student work as it progresses especially in design projects. This is part of feed-back for learning purposes. Such reviews must not be misunderstood as indicators of standards and they are different from *assessment*. Students have a responsibility to attend critical reviews at the appointed time as part of the learning process. Review panels are often composed of internal and external members for the appointed times and cannot be re-composed to consider late submissions.

Examiners may suggest editorial changes to be carried out before the thesis is deposited in the Library. If a thesis does not meet the requisite standard for a pass, Examiners may either fail the work outright or request that it be resubmitted with significant changes. Only three grades are possible for a resubmitted thesis: C, D or E. A failed thesis may not be resubmitted. However, there is provision for the candidate to appeal the decision.

- Critical Review may take place at any stage of the research project. Its purpose is to: identify strengths and weaknesses in the work; to offer suggestions; and to generally encourage the student. An encouraging critical review does not necessarily mean a good assessment result.
- Assessment takes place only when the completed Thesis is submitted for examination.

GROUP WORK

Although Research Streams will sometimes collaborate, ARCI 591/592 does not contain formal group work or group assessment.

ATTENDANCE AND PARTICIPATION

Students are expected to attend the University regularly, and maintain regular contact with their supervisor. If significant elements of the project are undertaken off campus, the Associate Dean's approval is required. Students are required to actively pursue the research, and comply with administrative requirements. These obligations include meeting the interim submission requirements identified in this *Course Outline* and in the individual plan of work agreed with the supervisor at the start of the project.

COURSE EXPECTED WORKLOAD

You should expect to spend approximately 1200 hours on ARCI/INTA/LAND 591. Most of this time will be spent on independent study. Staff workload guidelines suggest approximately 50 hours per student for thesis supervision. Class time is scheduled for a Thursday. However, individual supervisors may wish to organise contact time differently. If so, a meeting schedule will be produced after consultation with students in the relevant research stream. For further guidance on workloads see:

http://www.victoria.ac.nz/home/about_victoria/avcacademic/publications/assessment-handbook.pdf

MATERIALS AND EQUIPMENT REQUIRED

Students will need to provide all materials and equipment necessary for the completion of the Thesis. These requirements will differ among individuals owing to the varied nature of the research projects. Students should consider the practical implications of their chosen research strategy when preparing a research proposal.

It is recommended that you have your own laptop although computer facilities are available at the School. If you are purchasing a laptop and would like information on the minimum requirements please contact the Student Administration Office. While digital cameras are available at the school, it is also recommended that students consider purchasing a simple digital camera (3.2mpxl minimum).

Note: The Student Loan, administered by StudyLink, allows students to claim up to \$1000 for course related costs for each year of study.

RECORDING OF WORK AND PORTFOLIO

Unless there are exceptional circumstances, two bound copies of the completed Master's Theses must be deposited in the VUW Library where they will be available to Library users. The Library may also require a digital copy of the work.

SUBMISSION OF WORK

At various stages of the project, designs will need to be presented in appropriate digital or hard-copy formats for feedback and reviews. However, the completed thesis will be submitted for examination as a single bound A3 or A4 document containing both text and images. Consequently, students should have regard for how drawings and models may be reproduced in this format, possibly at a reduced scale. The physical preparation and submission of the thesis are the responsibility of the student. Prior to examination, two copies must be submitted to the Faculty Office along with the requisite signed statements regarding authorship and availability (see Master's Thesis Policy section 4.11). A digital copy may also be required. Once a thesis has been passed, and when required editorial changes have been completed, the document is deposited in the VUW Library. Students should also consult the *Library Statute* and familiarise themselves with format requirements for copies deposited in the Library. It is the Library's policy to make an electronic copy of the Thesis available, accessed through on-line databases. As this can constitute a form of publication, students should take care not to infringe copyright, e.g. with regard to the inclusion of borrowed images.

EXTENSIONS

If unforeseen circumstances interrupt progress on the Thesis, students may apply to suspend their enrolment. This is normally granted for a minimum of one month and a maximum of six months. Students may also apply to have their candidature varied from full-time to half-time for the remainder of their enrolment or for a shorter specific period. Master's students are enrolled for 12 months. Students may extend their enrolment in increments of one-month up to a maximum of 18 months. Further extensions of time must be approved by the Associate Dean (Students, Teaching & Learning). Retrospective suspensions and other retrospective variations to candidature require the approval of the Faculty of Graduate Research and are only awarded in exceptional circumstances.

MANDATORY COURSE REQUIREMENTS

There are no Mandatory Requirements in this course.

COMMUNICATION OF ADDITIONAL INFORMATION

Any changes or additions to this Course Outline will be discussed and agreed with the class, and conveyed through Blackboard or via email to all students enrolled in the course.

SCHEDULE OF SESSIONS (Trimester 1)

Week 9 February	M	27				
	TU	28				
	W	29				Orientation Week
March	TH	1				
	F	2				
Week 10 March	M	5				Trimester 1 Begins
	TU	6				
	W	7				
	TH	8	Course Introduction	Studio VS301	11.00 am	
	F	9				
Week 11 March	M	12	1 st Draft Proposals		5.00 pm	Email to Chris McDonald
	TU	13				
	W	14				
	TH	15	Class Session	Studio VS301	11.00 am	Design Research (1)
	F	16				
Week 12 March	M	19	Workshop 1 Starts	Studio VS301	9.00 am	2 nd Draft Proposal to Supervisor
	TU	20	Workshop 1			
	W	21	Workshop 1			
	TH	22	Workshop 1 Ends	Atrium (B)	4.00 pm	Display Workshop 1 Outcomes
	F	23	Exhibition Starts			
Week 13 March	M	26				
	TU	27				
	W	28	Exhibition Ends			Remove work from Atrium
	TH	29	Class Session	Studio VS301	11.00 am	Design Research (2)
	F	30	Final Proposal Due		5.00 pm	Email to Supervisor
Week 14 April	M	2				
	TU	3				
	W	4				
	TH	5	Class Session	Studio VS301	11.00	Design Research (3)
	F	6				Good Friday - holiday
Week 15 April	M	9				Easter Monday - holiday
	TU	10				Easter Tuesday – VUW holiday
	W	11				
	TH	12				
	F	13				
Week 16 April	M	16				Mid Trimester Break
	TU	17				
	W	18				
	TH	19				
	F	20				
Week 17 April	M	23				
	TU	24				
	W	25				ANZAC Day - holiday
	TH	26				
	F	27				
Week 18 April May	M	30				
	TU	1				
	W	2				
	TH	3	Class Session	Studio VS301	11.00	tba
	F	4				
Week 19 May	M	7				
	TU	8				
	W	9				
	TH	10				
	F	11				
Week 20 May	M	14				
	TU	15				
	W	16				
	TH	17				

	F	18				
Week 21 May	M	21				
	TU	22				
	W	23				
	TH	24				
	F	25				
Week 22 May	M	28				
	TU	29				
	W	30				
	TH	31	Class Session	Studio VS301	11.00	tba
	F	1				
Week 23 June	M	4				Queen's Birthday - holiday
	TU	5				
	W	6				
	TH	7				
	F	8				
Week 24 June	M	11				Study/Examination Period
	TU	12				
	W	13				
	TH	14				
	F	15				
Week 25 June	M	18				
	TU	19				
	W	20	Design Review (1)	tba	9.00	
	TH	21	Design Review (2)	tba	9.00	
	F	22				
Week 26 June	M	25				
	TU	26				
	W	27				
	TH	28				
	F	29				
Week 27 July	M	2				
	TU	3				
	W	4				Examination Period ends
	TH	5				Mid-year Break begins
	F	6				
Week 28 July	M	9				
	TU	10				
	W	11				
	TH	12				
	F	13				

SCHEDULE OF SESSIONS (Trimester 2)

Week 29 July March	M	16				
	TU	17				
	W	18				
	TH	19				
	F	20				
Week 30 July	M	23				
	TU	24				
	W	25				
	TH	26				
	F	27				
Week 31 July August	M	30	Workshop 2 Begins	Studio Annex	9.00 am	
	TU	31				
	W	1				
	TH	2	Workshop 2 Ends	Atrium (B)	4.00	Display Workshop 1 Outcomes
	F	3	Exhibition Starts			
Week 32 August	M	6				
	TU	7				
	W	8				
	TH	9	Exhibition Ends			Remove Work from Atrium
	F	10				
Week 33 August	M	13				
	TU	14				
	W	15				
	TH	16				
	F	17				
Week 34 August	M	20				
	TU	21				
	W	22				
	TH	23				
	F	24				
Week 35 August	M	27	Mid Trimester Break			
	TU	28				
	W	29				
	TH	30				
	F	31				
Week 36 September	M	3				
	TU	4				
	W	5	Design Review (2)	tba	9.00 am	
	TH	6	Design Review (2)	tba	9.00 am	
	F	7	Exhibition Begins	Atrium (B+C)	tba	
Week 37 September	M	10				
	TU	11				
	W	12				
	TH	13	Exhibition Finishes			Remove Work from Atrium
	F	14				
Week 38 September	M	17				
	TU	18				
	W	19				
	TH	20				
	F	21				
Week 39 September	M	24				
	TU	25				
	W	26				
	TH	27				
	F	28				
Week 40 October	M	1				
	TU	2				
	W	3				
	TH	4				
	F	5				

Week 41 October	M	8				
	TU	9				
	W	10				
	TH	11				
	F	12				
Week 42 October	M	15				
	TU	16				
	W	17				
	TH	18				
	F	19				
Week 43 October	M	22	Labour Day			
	TU	23				
	W	24				
	TH	25				
	F	26				
Week 44 October November	M	29				
	TU	30				
	W	31				
	TH	1				
	F	2				
Week 45 November	M	5				
	TU	6				
	W	7				
	TH	8				
	F	9				
Week 46 November	M	12				
	TU	13				
	W	14				
	TH	15				
	F	16				
Week 47 November	M	19				
	TU	20				
	W	21				
	TH	22				
	F	23				
Week 48 November	M	26				
	TU	27				
	W	28				
	TH	29				
	F	30				
Week 49 December	M	1	Submission			Target Date for Submission
	TU	2				
	W	3				
	TH	4				
	F	5				

CLASS REPRESENTATIVES

The Faculty of Architecture and Design operates a system of Class Representatives in 100-level courses, and Year Representatives in each of the professional disciplines. Student Representatives are elected during a class session in the first week of teaching. All Student Representatives will be listed on the STUdiO notice board in the Atrium, and the relevant Representatives are also listed on studio notice boards. Student Representatives have a role in liaising between staff and students to represent the interests of students to the academic staff, and also in providing students with a communication channel to STUdiO and the Student Representation organiser.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that University staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

www.victoria.ac.nz/home/studying/plagiarism.html

USE OF TURNITIN

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or the University's policy website <http://www.victoria.ac.nz/home/about/policy>

Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Student Interest and Disputes Resolution Advisor or refer to the statute on the Victoria policy website at: <http://www.victoria.ac.nz/home/about/policy>

The Policy on Staff Conduct can also be found at: <http://www.victoria.ac.nz/home/about/policy>

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; the Student Interest and Dispute Resolution Adviser is available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the Victoria website at: <http://www.victoria.ac.nz/home/about/policy>

There is also a leaflet explaining the grievance process available from the Academic Office website at: http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx#grievances

Students with Impairments

Refer to the [*Meeting the Needs of Students with Impairments Policy*](#), available on the University's policy website <http://www.victoria.ac.nz/home/about/policy>

The University has a policy of reasonable accommodation of the needs of students with impairments. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Services to discuss your individual needs and the available options and support on a confidential basis. Disability Services are located on Level 1, Robert Stout Building: telephone 463-6070 email: disability@vuw.ac.nz

Information regarding support is available from the Faculty Office reception desk.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. There are a number of support services available to help you directly if your academic progress is causing concern or if there are elements in your life that are affecting your ability to study. These include:

- Your course coordinator or programme director;
- Staff in your Faculty Student Administration Office Student Dedicated learning support through Student Learning Support Service; Te Pūtahi Atawhai; Disability Services and Victoria International;
- Wider holistic support through the Health Service; Counselling Service; Financial Support and Advice; Accommodation Service and Career Development and Employment. Find out more at www.victoria.ac.nz/st_services/ or email student-services@vuw.ac.nz;
- Facilitation and Disputes Advisory Service can provide support and guidance on matters involving student safety, conflict or misconduct.

TE ARO CAMPUS BUILDING RULES AND FACILITIES

Students on the Te Aro Campus are required to comply with the Faculty Guidelines relating to the safe use, access and care of the Architecture and Design technical resources and building facilities. These are available on the School website, and in the following documents available from the student R drive:

<R:\Student Health and Safety Information>

FAD Health & Safety Handbook – <http://www.victoria.ac.nz/fad/facilities/3d-model-workshops.aspx>

- Workshop and campus safety
- Safety training and safety precautions for the workshops
- FAD hazard Register
- Te Aro Campus floor plans

FAD Technical Services and Facilities Handbook – issued to all staff and available to all students on the student R drive, covering various local practices, including information on:

- Information for new staff and students
- Access and booking of teaching/studio spaces, and technical resources
- Studio etiquette and rules pertaining to exhibitions, critiques and storage of models/drawings
- Housekeeping/cleaning within the studios and workshops
- Information on Te Aro IT systems and support
- Te Aro campus floor plans

General information on Faculty/School Technical Facilities including **technical staff** and their associated areas: <http://www.vuw.ac.nz/architecture/facilities/index.aspx>

WHERE TO GET HELP

Faculty of Architecture and Design Student Administration Office – Vivian Street – Level One

The Faculty's Student Administration Office is located on the first floor of the Vivian Street Wing. The first floor counter is the first point of contact for general enquiries and Faculty forms. Student Administration Advisors are available to discuss course status and give further advice and the Faculty qualifications. To check for opening hours call the Faculty Student Administration Office on (04) 463 6200.

HEALTH AND SAFETY

Students are reminded that they must comply with any health and safety instructions given by staff members in charge or work places and instructions and signs posted around the campus. All students should familiarise themselves with the *FAD Health and Safety Manual* and *Notices around the Workshops and Laboratories*. Students are advised to refer to the Student R drive for safety and other relevant information. <R:\Student Health and Safety Information>

WITHDRAWAL DATES

Information on withdrawals and refunds can be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>



Faculty of Architecture and Design

Work Submitted for Assessment Declaration Form

Student's full name :

Course :

Assignment/project :

(number and title)

Date submitted :

Refer to the information on Academic Integrity, Plagiarism and Copyright on the back of this form.

I confirm that:

- I have read and understood the University's information on academic integrity and plagiarism contained at <http://www.victoria.ac.nz/home/study/plagiarism.aspx> and outlined below:
- I have read and understood the general principles of copyright law as set out below:
- This project/assignment is entirely the result of my own work except where clearly acknowledged otherwise:
- Any use of material created by someone else is permitted by the copyright owner.

Signed:

Date:

Academic Integrity, Plagiarism and Copyright

ACADEMIC INTEGRITY

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. University staff and students are expected to treat academic, intellectual or creative work that has been done by other people with respect at all times. Victoria University's reputation for academic integrity adds value to your qualification.

Academic integrity is simply about being honest when you submit your academic work for assessment

- You must acknowledge any ideas and assistance you have had from other people.
- You must fully reference the source of those ideas and assistance.
- You must make clear which parts of the work you are submitting are based on other people's work.
- You must not lie about whose ideas you are submitting.
- When using work created by others either as a basis for your own work, or as an element within your own work, you must comply with copyright law

(Summarised from information on the University's Integrity and Plagiarism website:

www.victoria.ac.nz/home/studying/plagiarism.html)

PLAGIARISM

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- Information from the internet
- Software programs and other electronic material
- Designs and ideas
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COPYRIGHT

Copyright law regulates the use of the work of an author, artist, designer or other creator.

- Copyright applies to created work including designs, music, computer programs, artistic and literary work.
- The work can be in printed, digital, audio, video or other formats.
- Normally the author or creator of a work owns the copyright for their lifetime and for 50 years after their death, (although sometimes someone other than the creator of a work owns the copyright to the work, such as the creator's employer, or a person who commissions the creator's work).
- You must have permission from the copyright owner to copy, alter, display, distribute or otherwise use created work.
- If the creator has applied a Creative Commons licence to a work, this permits others to use the work but only in accordance with that licence.

Further information on copyright is available on the Creative Commons Aotearoa FAQ website:

http://www.creativecommons.org.nz/frequently_asked_questions#III1