



# 2012

## Trimester 2

### COURSE OUTLINE

### SARC 223

### HUMAN ENVIRONMENTAL SCIENCE

#### GENERAL

Core; Trimester Two; 15 points

#### ASSESSMENT

100% internal by assignment

School of Architecture

#### CLASSTIMES AND LOCATIONS

LECTURES:	Tues	08:30 am – 09:30 am	Room: VSLT1/2	
	Thurs	08:30 am – 09:30 am	Room: VS LT1/2	
TUTORIALS:	Tues & Thurs	09:30 am – 10:20 am	Room: VS 226	Stream 1 BBSc + 'others'
	Tues & Thurs	09:30 am – 10:20 am	Room: VS 322	Stream 2 BBSc + 'others'
	Tues & Fri	10:30 am – 11:20 am	Room: VS 322	Stream 3 INTA
	Tues	10:30 am – 11:20 am	Room: VS 226	Stream 4 ARCI
	Fri	13:40 am – 14:30 am	Room: VS 226	Stream 4 ARCI
	Tues & Fri	12:40 am – 13:30 am	Room: VS 319	Stream 5 ARCI
	Tues & Fri	13:40 am – 14:30 am	Room: VS 319	Stream 6 ARCI

#### COORDINATOR

##### Coordinator

*Michael Donn*

*Room: 210*

*Phone: X6221*

*Office Hours Tues 9:30 – 11:30*

*Email: michael.donn@vuw.ac.nz*

**Tutor details will be provided at start of course**

## COURSE SYNOPSIS

The focus of this course is people: their spiritual and physical desires for qualities of the built environment which inspire and support the spirit as well as meeting basic shelter and workplace performance minima. Building Scientists, Architects and Interior Architects all need to have a sound grasp of the relationships between built form and the qualities of the designed environment in which people live, work and play. They are society's experts in the analysis and conceptualisation of built form. Predicting the interaction between site, climate and this built form is the fundamental focus of this course. The course covers climatic analysis and specifications of the environmental performance of buildings, together with the thermal, visual, acoustic, and aerodynamic principles of building elements.

## AIMS OF THE COURSE

1. To create an awareness of those aspects of the external environment which interact with buildings and affect the quality of the environmental control both within and around a building.
2. To be able to predict the thermal, visual and acoustic performance of buildings based upon the physical properties of the materials used, the design of the openings, and the form and planning of the building.
3. To be able to communicate the results of the environmental analysis clearly in technical reports and in oral presentations.

## COURSE LEARNING OBJECTIVES

Students who pass this course will be able to:

- 1 Apply the principles of bioclimatic design to the definition of appropriate luminous, acoustics and thermal environments created by the built environment (inside and outside).
- 2 Evaluate spaces used for various auditory, luminous and thermal purposes against the principles of environmental interaction of materials and the environment.
- 3 Select and apply appropriate means of analysis of the environmental performance of buildings using mathematical, 3D model and graphic techniques.
- 4a Write, reports analyzing the relationship between the science of building design and the poetic and pragmatic performance of a building.
- 4b Summarise &
- 4c Present
- 5 Work together in small teams to share the load of measurement / performance calculation / assessment, whilst writing individual reports

Assessment items	Length	%	CLO(s)
<b>1a</b> Acoustic environments	1,500 words – 3 weeks	25	1, 2, 3, 4a
<b>1b</b> Daylit environments	1000words+presentation – 3 weeks	25	1, 2, 3, 4a, c
<b>1c</b> Thermal environments	1,200 + executive summary – 3 weeks	25	1, , 2, 3, 4a,b
<b>2</b> External environments	1,500 words (joint report) – 6 weeks	25	1, 2, 3, 4a

## GRADUATE SKILLS

(See appended mapping of graduate attributes for BSc and ARCI and INTA students)

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

## COURSE CONTENT

The content of this course follows on directly from that studied in SARC 121. Students are expected to know what an R-value, a decibel or a lumen is. This course will expand these basics to an understanding of the interaction between building form and material selection and the quality of the environment created. The focus is on processes for 1) setting appropriate human environment performance goals which will support the designer's and the users' desires for a delightful experience; and 2) learning how to provide evidence that these goals will indeed be achieved.

To make the workload simpler, the assignment work has been divided into separate discipline topics: thermal, luminous and acoustic internal environments and external environments.

The teaching and learning sessions will draw from notes to be handed out in class and texts to be advised during the lecture sessions. There is no one book that covers all the material dealt with in the lectures, so there is no required text for the course.

From week one to five, the focus of the tutorials will be the acquisition of sufficient skill at the use of building performance evaluation tools like Ecotect, Vasari, Daysim, Insul, Catt Acoustic, and 3DS Max Design that they can be applied appropriately to the assessment of a building design. Completion of the tutorials by the time specified is essential to the course design and therefore a part of the grade in the assignments will be allocated to this.

The focus in lectures will be on the provision of a broad overview of the context for the building performance assessment methods used in the tutorials and assigned work. Group work will help reduce the repetitive and time consuming effort of measurement and model making in order that each student may focus in their assigned work on the relationship between the building form and fabric and its environmental performance.

## COURSE DELIVERY

### **For the internal environmental assessments:**

- the **Building Science** students, and those who are **not** doing the ARCI 212 or INTA 212 design *integration* studios, will be assigned existing spaces suited to each of the thermal, luminous and acoustic assessment and re-design exercises they are required to perform.
- Those who **are** doing the **ARCI 212 or INTA 212 Design Integration Studios** will bring to the course their design projects, and will assess them from a thermal, luminous and acoustic point of view in turn, and are expected to take the lessons learned back to the studio course and incorporate any necessary modifications into their projects.

### **For the external environment assessments:**

- **ALL** students will be formed into teams of approximately 4 and will be assigned a part of the city to assess.
- The teams will typically comprise 2 'Architects', 1 'Interior Architect' and 1 Building Scientist.
- These teams will work together to assess the noise, wind and sun attributes of a public space in Wellington and to propose design solutions to the transition from this space into an adjacent building.

## ASSIGNMENTS/PROJECTS

In keeping with the introductory nature of the content of the course, each project focuses on only one of the major environmental themes: acoustics, daylight, thermal design and external environments. This is to avoid the complexity of multi-criteria building performance evaluations. In order to manage the workload within the course, the reports on the building performance evaluations on each of these four themes are strictly limited in length to a word limit set for each of the four assignments. Any content beyond this set limit will not be read by the assessors.

The four assignments, worth 25% each, will be assessed explicitly on the achievement of the Communication and Leadership objectives outlined above; and will also be assessed on the following knowledge and creativity objectives:

1. Sunlight and Daylight in Buildings – Visual Environment Analytical Methods
2. Thermal Environments in Buildings – Thermal Environment Analytical Methods
3. Acoustics of Buildings – Acoustic Environment Analytical methods
4. Site evaluation / Wind, Buildings and Shelter – External Environments Analytical Methods

To provide a comprehensive overview, a detailed description of the assignments follows:

### **Project Lighting: To explore the relationship between architectural space and daylight and to learn to use computer based methods of lighting analysis reliably.**

This assignment addresses the single most critical issue for Building Science, Architecture and Interior Architecture related to the design of the external fabric of buildings – the design of the openings connecting inside to outside. We are focusing on one aspect of the design of these openings: how might the form of a building be optimised through good fenestration design for good natural light?

The Assignment is intended to give you a brief but intensive introduction to the capabilities of one of the 3D lighting analysis programs available within the School of Architecture – 3DS Max Design. BSc students may also use DAYSIM. It is expected that you will already be able to model a building in 3D. You are to examine appropriate means of analysing the space you are assigned. The images you produce showing views of your model should explore the power and the potential of the computer to analyse the solar and daylight access into a building from season to season and from hour to hour. You will also use the CAD model to assess the daylighting in your assigned space.

This assignment will give you an opportunity to experience and compare how CAD models can be constructed to model reality, and requires you to demonstrate that you can produce 3D rendered and line computer "drawings" to represent differing views of a building and to explore solar shading and lighting simulation.

**The report** will comprise approximately 1000 words and be supplemented by a 3 slide **powerpoint summary** to be presented to your colleagues in class.

**Project Acoustics: To consider the relationship between architectural space and acoustics, and to examine methods of acoustic analysis.**

This assignment addresses attuning your aural senses to the ways in which the built environment affects your perception of sound and to give you experience in its measurement and assessment.

The basic principles of aural design in architecture are introduced. It is intended that learning focus on 1) shaping the architectural form to focus or diffuse the sound can enhance a listening experience; 2) material selection which can further affect the sound distribution both physically in the geometry of the room and sonically in the distribution of frequencies enhanced or suppressed.

Students will:

- Relate the form and materiality of a building to its acoustic performance in keeping out unwanted sound – noise – and enhancing the quality of sound that is wanted – music / speech etc..
- Write an acoustic specification for an interior space to satisfy both the qualitative and quantitative acoustic needs of the occupants.
- Evaluate spaces used for various auditory purposes against this specification relating the performance to the principles of acoustic design – focusing on sound that is wanted (speech/music) and sound that is unwanted.
- Model Sound using appropriate mathematical models (using Insul, Ecotect and Catt Acoustic) and communicate these data in appropriate 3D and 2D and time based media representations in a report

**The report** will comprise approximately 1500 words, and may be accompanied by a sound 'recording'.

**Project Thermal: To investigate the performance of buildings as climate modifiers, particularly with regard to the thermal environmental design of the fabric.**

This assignment addresses the issues of insulation for winter warmth and ventilation for summer cooling and glazing as a heat loss and heat gain element.

The aim of this workshop is to attune your thermal senses to the ways in which the built environment affects them, to give you practice in the measurement and assessment of the main factors affecting thermal comfort, and to enable you to carry out an assessment of the thermal environment in a range of spaces.

The objective of this assignment is to produce a report examining the interaction between solar gain, ventilation and individual comfort in an office building (**Building Science**); and to produce a report examining the interaction between solar gain, ventilation and individual comfort in a design studio (**INTA and ARCI 212 students**).

**Project External Environment: To create an awareness of those aspects of the external environment which interact with buildings and affect environmental control both within and around a building.**

This assignment addresses two separate issues related to Building Science, Architecture and Interior Architecture.

- It provides you with the opportunity to explore the effect of wind on people's comfort when they are engaged in wind sensitive activities in the transition between indoors and outdoors. The basic

question you are trying answer in this assignment is how might the form of the city BEST change around your site to enhance the quality of environment in the streets and adjacent building foyers.

- It also provides you with the opportunity to work with a multi-disciplinary team and to synthesize from your professional perspective the input of these other perspectives into a report.

**NOTE:** All handins must be submitted to the Handin folder on the R-Drive. This is a School of Architecture requirement to ensure that student work is appropriately archived.

## ASSESSMENT REQUIREMENTS

The Course is internally assessed by assignment work in the form of **FOUR** small projects. Assignments are assessed and graded A+, A, A-, B+, B, B-, C+, C, D, E, (where C is a PASS). Grades only are issued to students. The final grade for the course is based on the aggregation of the percentage marks for each of the assignments, and a final grade of C or better is required to pass the course.

The projects contribute towards the final course grade as follows:

<b>Project 1:</b>	(3 Weeks: due 16 August )	....	25%
<b>Project 2:</b>	(3 Weeks: due 24 September)	....	25%
<b>Project 3:</b>	(3 Weeks: due 11 October)	....	25%
<b>Project 4:</b>	(12 Weeks: due 18 October)	....	25%
Total		....	100%

In order to provide specialist tutors (for each disciplinary topic of Heating, Lighting, Acoustics, External Environment) and in order to ensure adequate software and measurement resources are available for these topic exercises they are rotated around each group of the Building Science, INTA and ARCI students

	Architecture	Building Science	Interior Architecture
Aerodynamics	18 October - 4	18 October - 4	18 October - 4
Thermal	16 August - 1	20 September - 2	11 October - 3
Light	20 September - 2	11 October - 3	16 August - 1
Acoustics	11 October - 3	16 August - 1	20 September - 2

The submission requirements and assessment criteria for the projects are as follows:

### **Project Heating: (25%)**

#### **Submission Requirements:**

The outcome of the assignment will be a REPORT of at most 6 pages containing:

- A comfort study documenting the conditions experienced in the space.
- A solar study documenting the likely worst times of the day and year for solar overheating.
- A ventilation study examining the size of openable windows required to maintain comfort
- An assessment of the likely best measures to improve the energy efficiency of the space designed or measured.
- A SEVENTH Page one page client summary of the whole report

**Assessment Criteria:**

<b>Project 1 Assessment Criteria</b>	<b>CLO(s)</b>
Define appropriate target performance values that meet the client's and designer's goals	1
Evaluate performance in terms of solar access	2
Evaluate performance in terms of energy efficiency	2
Evaluate performance in terms of ventilation adequacy	3
Quality of the report and the one page client summary	4

**Project Lighting: (25%)****Submission Requirements:**

The outcome of the assignment will be a four page / five minute PowerPoint presentation (to your colleagues in a group during the tutorial on the day of the hand in) supplemented by a five page written report that adds extra detail that is difficult to be included on the PowerPoint, which illustrates your main findings together with your conclusions and/or recommendations regarding the environmental conditions of the space under study. These two documents should complement each other.

The presentation will be five minutes long so you may want to practice before the big day. You will make it two times to a small group of colleagues. You will be receive feedback from your peers on your performance.

**Assessment Criteria:**

<b>Project 1 Assessment Criteria</b>	<b>CLO(s)</b>
Define appropriate target performance values that meet the client's and designer's goals	1
Evaluate performance in terms of isolux contours	2
Evaluate performance in terms of Useful Daylight Index	2
Quality of the report and the one page client summary	4

**Project Acoustics: (25%)****Submission Requirements:**

The outcome of the assignment will be a report of at most 8 pages containing:

- An assessment of the noise levels outside in your designated public space.
- An assessment of the effectiveness of the existing construction in separating indoors from outdoors, and in separating one apartment from another acoustically.
- An assessment of the noise quality and noise separation provided by your suggested construction with suggestions for design improvements.
- An electronic file for the auralisations

**Assessment Criteria:**

<b>Project 1 Assessment Criteria</b>	<b>CLO(s)</b>
Define appropriate target performance values that meet the client's and designer's goals	1
Evaluate risk in terms of external acoustic environment	2
Evaluate performance in terms of wall (acoustic) insulation	2
Evaluate performance in terms of the auralisation	3
Quality of the report	4

## Project External Environment: (25%)

### Submission Requirements:

The outcome of the assignment will be a report of at most 8 pages containing:

- On the basis of the theoretical descriptions of the effects of buildings on the wind and your observations of the wind and sun on site, analyse what effect the urban form in the vicinity of "your" "windy" location has on the wind and sun. Use 3D sketches to illustrate your analysis. Using the data gathered in the electronic wind tunnel, sketch the possible wind shelter devices or building changes which might be used to improve the wind conditions at the "windy" location. Annotate the sketches carefully (so the words do not detract from the quality of the sketch) with information on what each device is intended to improve and present the results of the wind tunnel tests of at least one of these devices

### Assessment Criteria:

Project 1 Assessment Criteria	CLO(s)
Define appropriate target performance values that meet the client's and designer's goals	1
Evaluate performance in terms of wind, sun and noise	2
Evaluate performance in practice at the site	2
Document design ideas	3
Quality of the report and the one page client summary	4

**All work submitted for assessment must be accompanied by an ASSESSMENT DECLARATION FORM.**

All grades posted during this course are only provisional results until confirmed by the School Examiners Committee which meets after the examination period.

**Note: as of September 17 the following changes were made to the Course:**

After discussion with class representatives for SARC 223, the following assessment modifications have been agreed:

- 1) The second assessment hand in is to now be before Monday 24 September at 8.30am
- 2) The data sources for the remaining assignments to be provided to all students online, after further liaison with class representatives.
- 3) Students will be assessed on only 3 of the current 4 assignments. It is expected that this will be the lighting, the thermal and the acoustics assignments. The aerodynamics assignment may be substituted for any one of these, on request to Mike Donn, course coordinator.
- 4) The due date for the last assignment is 18 October.
- 5) 10% of course marks will be allocated to the assignments with the highest grade (it will therefore be marked out of 35% compared to the other two being 25%), and 5% each (15% total) to the completed tutorial exercises.

## PENALTIES

For work that arrives late, the following penalty will be applied for the School of Architecture: 5% immediately, then 5% for every subsequent 24 hours including weekends.

## GROUP WORK

In order to reduce the workload, and to make the building performance measurements/assessment of a meaningful level of detail, all the measurement work in the course is group work.

- In each of the Building Science student projects the building performance assessment will be carried out by groups of 3 to 4 students. Assessment however is individual. In each project, student evaluation will be based solely upon the individual student's work. Each student will be required to complete a work log documenting their own and their colleagues' contributions to this group work.
- In each of the Architecture and Interior Architecture student projects, the task of modelling the building will be individual. Where the surroundings are significant, this will be a group process. Each student will be required to convert their design model from their design course into an analytical model for performance analysis.
- In the project where Building Science, Interior Architecture and Architecture students are working together the data gathering and testing will be combined work. Each student will prepare an individual report on the process and their conclusions.

## ATTENDANCE AND PARTICIPATION

Attendance and participation is an important aspect of the learning process, and you are required to attend all the lectures and tutorials.

If extraordinary circumstances arises that require you to be absent from some class sessions, you should discuss the situation with the Course Coordinator as soon as possible.

## COURSE EXPECTED WORKLOAD

You should expect to spend a total of around 150 hours on this course, including both scheduled class time and independent study. Typically this involves around 12-14 hours per week during the twelve teaching weeks, with the balance during the mid trimester break, study week and examination period.

- 2 hours scheduled class lecture time per week for 12 teaching weeks
- 2 hours scheduled class tutorial time per week for 12 teaching weeks (in one of two streams)
- Approximately 6 hours per week of individual unsupervised work for 12 teaching weeks
- Approx 35 hours additional work during the mid trimester break, study break

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/publications/assessment-handbook.pdf](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 as necessary for the completion of required work.

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

You are strongly encouraged to respect and care for your work, making and recording a visual summary of each project in this course. This may be in digital and/or hard copy. The principal purpose of this is to maintain a record of your work for incorporation into your own personal "Design Portfolio". Recording a summary of your work also means it is available if needed for you or the School to exhibit or publish.

The best work assessing local environmental conditions in the external environment project will be published on

## SUBMISSION OF WORK

Each student is responsible for ensuring their work is submitted on time and in the required format.

Late submissions will be penalised as set out above, unless an extension is approved by the Course Coordinator.

## EXTENSIONS

In the event of illness or other extraordinary circumstances that prevent you from submitting a piece of work on time, or that you feel adversely affect the quality of the work you submit, it is important that you discuss your circumstances with the Course Coordinator as soon as possible so that appropriate arrangements may be made. If possible, you should complete an Application for Extension form (available from the Faculty Office) for the Course Coordinator to approve before the hand-in date. You will also need to provide suitable evidence of your illness or other circumstances. In an emergency, or if you are unable to contact the Course Coordinator, you should advise the Faculty Office of your situation. Work submitted late must be submitted to the Course Coordinator.

## MANDATORY COURSE REQUIREMENTS

In order to pass the course you must satisfy the following mandatory course requirements:

- Attend and present your project work at all scheduled critical reviews
- Achieve a grade of 'D' or higher in all four assignments
- Provide evidence that the data gathering for the measured data is completed by the specified date for assignment
- Provide evidence that the 3D and mathematical models required for the completion of the assignments are completed one week prior to hand in of the assignment
- Provide evidence of completion of the introductory tutorials by the end of week four

## 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. **Changes to graded submission dates cannot occur without permission from the Head of School.**

## SCHEDULE OF SESSIONS (Assessments to be noted)

Week month	day	date	item	location	time	Comments Trimester 2 Begins
Week 29 July	M	16				
	TU	17				
	W	18				
	TH	19				
	F	20				
Week 30 July	M	23				
	TU	24				
	W	25				
	TH	26				
	F	27	Withdrawal refund			<i>This is the last date than you can withdraw with a full refund</i>
Week 31 July August	M	30				
	TU	31				
	W	1				
	TH	2				
	F	3				
Week 32 August	M	6				
	TU	7				
	W	8				
	TH	9				
	F	10				
Week 33 August	M	13				
	TU	14				
	W	15				
	TH	16				<b>ASSIGNMENT 1 HAND IN 25%</b>
	F	17				
Week 34 August	M	20				
	TU	21				
	W	22				
	TH	23				
	F	24				
Week 35 August	M	27				<b>Mid Trimester Break</b>
	TU	28				
	W	29				
	TH	30				
	F	31				
Week 36 September	M	3				
	TU	4				
	W	5	ARC/INTA/LAND591 Review			
	TH	6	ARC/INTA/LAND591 Review			
	F	7				<b>Trimester 2 continues</b>
Week 37 September	M	10				
	TU	11				
	W	12				

	TH	13				
	F	14				
<b>Week 38 September</b>	M	17				
	TU	18				
	W	19				
	TH	20				
	F	21				
<b>Week 39 September</b>	M	24				<b>ASSIGNMENT 2 HAND IN 25% Before 8.30am</b>
	TU	25				
	W	26				
	TH	27				
	F	28				
<b>Week 40 October</b>	M	1				
	TU	2				
	W	3				
	TH	4				
	F	5				
<b>Week 41 October</b>	M	8				
	TU	9				
	W	10				
	TH	11				<b>ASSIGNMENT 3 HAND IN 25%</b>
	F	12				
<b>Week 42 October</b>	M	15				
	TU	16				
	W	17				
	TH	18				<b>ASSIGNMENT 4 HAND IN 25%</b>
	F	19				
<b>Week 43 October</b>	M	22				<b>Labour Day - Holiday</b>
	TU	23	WG101 setup for crit wk			<b>Study/Examination Period</b> No hand-ins allowed
	W	24	WG101 setup for crit wk			No hand-ins allowed
	TH	25	WG101 setup for crit wk			No hand-ins allowed
	F	26	WG101 setup for crit wk			No hand-ins allowed
<b>Week 44 October November</b>	M	29	SoA Crit week			
	TU	30	SoA Crit week			<b>ARCI212, INTA212, LAND212 final reviews</b>
	W	31	SoA Crit week			<b>ARCI312, INTA312, LAND312 final reviews</b>
	TH	1	SoA Crit week	ARCH482 design hand-in		<b>ARCI412, INTA412, LAND412 final reviews</b>
	F	2	SoA Crit Week			<b>ARCH482 final review</b>
<b>Week 45 November</b>	M	5				Exams
	TU	6				Exams
	W	7				Exams
	TH	8		ARCH482 report hand-in		Exams
	F	9				Gradesheets due
<b>Week 46 November</b>	M	12				
	TU	13				
	W	14				
	TH	15				
	F	16				<b>Examination Period ends</b>
<b>Week 47 November</b>	M	19				<b>Trimester 3 Begins</b>
	TU	20				
	W	21				
	TH	22				
	F	23				

## 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](http://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](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](mailto: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/](http://www.victoria.ac.nz/st_services/) or email [student-services@vuw.ac.nz](mailto: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.victoria.ac.nz/fad/facilities>

### 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>

# School of Architecture



Faculty of Architecture and Design

## Work Submitted for Assessment Declaration Form

Student's full name :

Course :

Assignment/project :

*(number and title)*

Date submitted :

# School of Architecture

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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](http://www.victoria.ac.nz/home/studying/plagiarism.html))

## PLAGIARISM

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 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](http://www.victoria.ac.nz/home/studying/plagiarism.html)

## 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](http://www.creativecommons.org.nz/frequently_asked_questions#III1)