“Design is such a creative, collaborative process, and with so many different minds working on one thing it’s really cool to see something come from nothing.”

Dyalla Swain, Master of Design Innovation in Media Design student
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In 2016, Victoria joined 250 universities in 45 countries that have been rated by QS Stars. Victoria achieved an outstanding result of five stars overall. In addition, Victoria received five stars in each of the eight categories.

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Introduction

The Faculty of Architecture and Design, Te Wāhanga Waihanga-Hoahoa, is one of New Zealand’s leading providers of innovative education in a selection of disciplines encompassing design and the built environment.

The Faculty consists of the School of Architecture and the School of Design and offers an extensive range of undergraduate and postgraduate degrees that cater for the growing requirements of the creative sector.

Our campus occupies a central city location just off cosmopolitan Cuba Street. We offer world-class exhibition spaces, lecture theatres, workshops, computer labs and design studios. Our location means we can easily engage with working practitioners in our teaching environment.

The Faculty’s programmes address the growing need for cross-disciplinary study and will provide students with greater capabilities for the professions they enter and better prepare them for the increasingly complex society they engage with.

Beyond undergraduate study, the Faculty offers a range of Master’s-level qualifications in Architecture and Design that can lead to careers in architecture and design as well as a diverse range of other possible career paths. For suitably qualified candidates, the Faculty offers doctoral (PhD)-level study and supervision in architecture- and design-related fields. Email the Faculty of Graduate Research (FGR) for further information: pg-research@vuw.ac.nz

Undergraduate qualifications

The Bachelor of Architectural Studies (BAS) has majors in Architecture, Interior Architecture, Landscape Architecture and Architecture History and Theory. The BAS is a three-year degree programme of full-time study that provides students with a comprehensive grounding in the built environment, specific to their chosen major. More information is on page 8.

The Bachelor of Building Science (BBSc) has majors in Project Management and Sustainable Engineering Systems.

The BBSc is a three-year degree programme of full-time study that provides a thorough grounding in the science and technology of building and an understanding of architecture. This provides students with the skills and knowledge to create solutions to technical construction situations. More information is on page 39.

The Bachelor of Design Innovation (BDI) is a three-year degree programme of full-time study. Students can choose to major in one of three design disciplines (Culture+Context Design, Industrial Design or Media Design) and have the opportunity to combine study with a minor in another discipline such as Psychology, Cultural Anthropology, Māori or Pacific Studies, Film, Media Studies or writing. This provides students with the opportunity to configure their studies to suit their individual interests and intended careers. More information is on page 46.

Note: Our programmes are all campus based.

www.victoria.ac.nz/fad
www.victoria.ac.nz/architecture
www.victoria.ac.nz/design
The School of Architecture at Victoria University is well placed to provide intellectual leadership on a range of issues around contemporary architecture practice and the built environment. With its unique combination of four disciplines—Architecture, Interior Architecture, Building Science and Landscape Architecture—it offers a multidisciplinary perspective from which to speculate on the implication of these issues for Wellington, New Zealand and the broader context of the Pacific rim. Teaching, learning and research opportunities are structured around nine research clusters that align with the School’s strengths and aspirations. The clusters—Contemporary Workplaces/Corporate Sphere, Building Technologies and Materials, Housing and Public Infrastructure, Parametric Design and Digital Agency, People and Designed Environments, Reflections of the Future, Responsive Environments and Robotics, Settling Regional Landscapes and The Ecologies Lab—operate school-wide and provide thematic umbrellas to frame inquiries, curate the curriculum and consolidate the School’s knowledge and expertise.

Design-based research is a central part of the curriculum and provides the platform from which students are able to synthesise the various subjects—history, theory, technology and communications—through a design proposition. Environmental design practice increasingly demands that graduates have the ability to integrate and collaborate in practice.

In preparation for this, the course structure enables students to undertake projects with all, or some of, the four disciplines on a common project and in a studio setting. This provides opportunities for students to work as part of a team and for genuine cross-disciplinary learning experiences and research outcomes. The particular expertise of each discipline is understood and applied within a broader context of related disciplines, moving towards an enriched understanding of today’s most pressing challenges for a more sustainable future.

Prison + Education + Architecture, a model of a proposed new law school, for ARCI 311 Architecture Design, by Thomas Zahner.
Undergraduate overview

Bachelor of Architectural Studies

The Bachelor of Architectural Studies (BAS) is a three-year undergraduate degree offered in four majors:

- Architecture
- Architecture History and Theory
- Interior Architecture
- Landscape Architecture.

All four majors share a first-year programme in which design, technology, environmental studies and communication practices are studied in the context of all disciplines offered within the School. These courses give an overview of design knowledge for the built environment and introduce concepts, vocabularies and skills in an interdisciplinary context.

At the completion of the first year, students apply for selection into one of the BAS disciplines to major in. The second year is discipline-specific, inclusive of technological, theoretical and design subjects that relate to the chosen major. The third year reintegrates the disciplines and offers a richer and more complex interdisciplinary approach.

This undergraduate degree alone does not qualify Architecture or Landscape Architecture students for professional registration. Students aspiring to become professional architects or landscape architects will need to enrol in postgraduate programmes (see pages 10 and 11). Similarly, Interior Architecture students should undertake postgraduate study in order to pursue careers as specialised designers (professional registration is not available in New Zealand for Interior Architecture). Refer to table on page 11 for overview.

First-year experience

The first year at the School of Architecture is the start of an exciting educational journey. A series of exploratory design exercises makes for a vibrant and exciting learning experience.

There are over 300 students participating in a common first year of Architecture, Building Science, Interior Architecture and Landscape Architecture. Students are taught in lectures, tutorials and studios. Studio tutorials are a significant part of learning at the School of Architecture and allow students to develop their projects in a collaborative atmosphere.

In the first trimester, each discipline is introduced to students: a sequence of Architecture, Interior, Landscape and Building Science studios enable students to understand each discipline and support their choices of what they are interested in.

A big part of the first-year experience is integrating with campus culture.

Support to enhance this journey is provided by the University and at the School of Architecture there are regular student representative meetings. Te Rōpū Āwhina (see page 80) supports new students in reaching their aspirations. The first-year student body is an important component of the School and contributes to its vitality.
Postgraduate overview

Master’s degrees

The two-year Master’s degrees in Architecture, Landscape Architecture and Interior Architecture prepare students for professional careers.

The entry requirement is a B average in core subjects in years two and three of the undergraduate degree. Students may also apply to transfer from other academic institutions.

Students majoring in Architecture History and Theory can continue studies with the one-year Postgraduate Diploma in Architecture History and Theory. This leads into a non-professional thesis-based Master of Architecture (see page 24).

**Part one** is a consolidation and integration of previous knowledge gained in Design, Technology, Environmental Studies, Communication Practice and Professional and Business Studies as a precursor to professional practice. Research methods are taught to prepare students for a Master’s thesis in part two.

**Part two** involves a design thesis that tests a research proposition and demonstrates a degree of academic rigour and professional specialisation prior to graduation.

Postgraduate experience

The Master’s Thesis Studio is the culmination of five years of academic study that prepares students for a professional career in architecture, interior architecture and landscape architecture. Professional practice is increasingly research-led, so students’ final year of study is devoted to self-directed, design-led research. The outcome of the Master’s thesis programme is a range of coherent, rigorous and well-resolved design projects that demonstrate mastery of a particular aspect of the discipline. This positions design practice, and the various outputs that emerge from that process, as the primary mode of conducting research, with the evidence of discovery and mastery reflected upon in a written exegesis.

In the Master’s Thesis Studio students develop individual research propositions under a staff-led topic. The topics offered by staff are diverse, ranging from parametric design to questions of resilience and catastrophic events. Academic staff direct their individual studio groups and offer potential areas of inquiry, and students are encouraged to take command of their specific area of research and establish mastery.

The Master’s Thesis Studio introduces students to a broad scholarly and professional community, and the thesis project often segues into employment as a specialist practitioner in the design industry. As Master’s graduates, the authors of these schemes are not just job-ready; they are able to take a leadership role within an emerging area of practice. For these reasons, students are encouraged to disseminate their research findings. This occurs within the School through an annual series of seminars, publications and exhibitions. Students also present their research at national and international conferences.

Master’s thesis students have an unprecedented opportunity to define the scope and direction of their work. This freedom is both exhilarating and confronting, and it leads to fresh thinking that can expand the boundaries of practice. Insight and innovation begin by asking a new question. The School of Architecture is proud to introduce these ideas into current discourse on architecture and design.
<table>
<thead>
<tr>
<th>Major</th>
<th>Undergraduate</th>
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<tr>
<td>Architecture</td>
<td>BAS year one</td>
<td>BAS (Architecture)</td>
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<td>Architecture History and Theory</td>
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<td>BAS (Architecture History and Theory)</td>
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<td>Interior Architecture</td>
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<td>BAS (Interior Architecture)</td>
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<td>Landscape Architecture</td>
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<td>BAS (Landscape Architecture)</td>
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*Museum for New Zealand’s Seismic Landscape*—an architectural composition constructed through concepts of Nirvana, by Harry Platt.
Graduate Programmes in Designed Environments

The School of Architecture has two graduate programmes—a Graduate Certificate in Designed Environments and a Graduate Diploma in Designed Environments.

Both the certificate and diploma provide an attractive professional development vehicle for architects, interior architecture specialists, landscape architects, designers, planners, project managers, building inspectors and people working in related areas.

The Graduate Certificate in Designed Environments (GCertDE) is a development programme for practising professionals. Graduates should have enhanced up-to-date specialist knowledge of an aspect of their professional discipline.

The Graduate Diploma in Designed Environments (GDipDE) offers specialised study in six areas:

- Architecture
- Architecture History and Theory
- Interior Architecture
- Landscape Architecture
- Project Management
- Sustainable Engineering Systems.

The graduate diploma provides a pathway into postgraduate study for students who have graduated in one of the undergraduate disciplines of the BAS or BBSc degrees and wish to transfer to a related discipline.

Programme structure

**Graduate Certificate in Designed Environments**

- one trimester of full-time study or up to two years part-time study (equivalent to four trimesters)
- 60 points
- admission requires an academically strong Bachelor’s degree (or equivalent) in Architecture, Building Science or Design
- endorsement of a specialised area of study of your choosing:
  - Architecture
  - Architecture History and Theory
  - Interior Architecture
  - Landscape Architecture
  - Project Management
  - Sustainable Engineering Systems.

**Graduate Diploma in Designed Environments**

- one year of full-time study or up to four years part-time study (equivalent to eight trimesters)
- 120 points
- admission requires an academically strong Bachelor’s degree (or equivalent) in Architecture, Building Science or Design
- endorsement of a specialised area of study of your choosing:
  - Architecture
  - Architecture History and Theory
  - Interior Architecture
  - Landscape Architecture
  - Project Management
  - Sustainable Engineering Systems.

Further study from a range of postgraduate-level qualifications at Master’s level

- Entry into Master’s qualifications is based on academic performance in the GDipDE.
Graduate certificate

A graduate certificate requires 30 points (typically two courses) from your selected programme and 30 other points from courses offered by the School of Architecture.

Graduate diploma

For a graduate diploma, you will need to take the courses listed below plus courses as necessary (usually four or five) to complete 120 points.

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<thead>
<tr>
<th>Architecture</th>
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<td>ARCI 311</td>
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<td>ARCI 312</td>
<td>Architecture Design Integration</td>
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<td>SARC 321</td>
<td>Construction</td>
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<td>SARC 351</td>
<td>Urban Design Theory and Practice</td>
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<th>Interior Architecture</th>
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<td>Interior Architecture Design</td>
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<td>Interior Architecture Design Integration</td>
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<td>INTA 321</td>
<td>Interior Fit-out Technologies</td>
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<td>SARC 323</td>
<td>Colour, Pattern, Light</td>
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<th>Landscape Architecture</th>
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<td>LAND 311</td>
<td>Landscape Architecture Design</td>
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<td>LAND 312</td>
<td>Landscape Architecture Design Integration</td>
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<td>LAND 321</td>
<td>Landscape Architecture Construction</td>
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Architecture History and Theory

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<td>SARC 351</td>
<td>Urban Design Theory and Practice</td>
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<td>SARC 352</td>
<td>Pacific Designed Environments</td>
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<tr>
<td>SARC 353</td>
<td>History of Architecture</td>
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<td>SARC 354</td>
<td>Interior Heritage Conservation</td>
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Project Management

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<td>BILD 361</td>
<td>Project Management</td>
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<tr>
<td>BILD 362</td>
<td>Construction Law</td>
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<td>and one of:</td>
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<tr>
<td>BILD 322</td>
<td>Structures</td>
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<td>SARC 321</td>
<td>Construction</td>
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<tr>
<td>SARC 362</td>
<td>Introduction to Practice and Management</td>
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<td>BILD 364</td>
<td>Building Code Compliance</td>
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Sustainable Engineering Systems

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<tbody>
<tr>
<td>BILD 321</td>
<td>Sustainable Engineering Systems Design</td>
<td></td>
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<tr>
<td>BILD 331</td>
<td>Sustainable and Regenerative Design</td>
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<td>and one of:</td>
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<tr>
<td>BILD 322</td>
<td>Structures</td>
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<td>SARC 321</td>
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<td>Introduction to Practice and Management</td>
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<td>BILD 364</td>
<td>Building Code Compliance</td>
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Architecture

Architecture is a science responsive to the timeless needs of human inhabitation as well as new challenges such as environmental sustainability and rapidly evolving technologies. For these reasons, people are constantly making or remaking their physical world, producing the special buildings and places we call ‘architecture’.

Our Architecture programme encompasses the technologies of building, such as construction, structures and environmental science. It also situates architecture within a world of ideas, examining the different meanings of buildings through history and from various theoretical perspectives. All these subjects are brought together under the umbrella of design in a series of studio-based courses.

At Victoria, this diverse learning experience occurs within a broader multidisciplinary environment. Our Bachelor of Architectural Studies in Architecture, combined with the Master of Architecture (Professional) (MArch(Prof)), is recognised nationally and internationally as meeting the academic requirements for registration as a professional architect.

Graduates from the programme possess the skills, practical knowledge and theoretical understanding required in the architecture profession. These include an ability to think visually and three-dimensionally, particularly in relation to spatial subjects.

Career opportunities

Graduates move on to satisfying careers in the architecture profession, either establishing their own practices or working as employees in large firms or government agencies. Before registering as an architect in New Zealand, graduates must gain practical experience, usually under the supervision of a registered architect. Not all Architecture graduates choose to follow this path. Because their skills and education are so broad, some pursue careers outside conventional architectural practice.

Career opportunities are diverse, and some require further specialised courses of study:

- urban planning/urban design
- interior design
- environmental design
- stage/movie-set design
- property management
- property development
- facilities management
- building conservation
- project management.

Wellington Earthquake Museum, for ARCI 311 Architecture Design, by Max Wiles.
Undergraduate degree

Bachelor of Architectural Studies
majoring in Architecture

Year one

At Victoria, the first year is unique because it is based on a diverse learning experience from the artistic to the scientific, and from sustainable concerns to communicating design concepts. This multidisciplinary approach to the spatial environment provides students with a foundation of skills and vocabulary to design, question and research. This foundation will take you into your graduate studies in Architecture.

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<tr>
<th>Year one</th>
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<tr>
<td>SARC 111</td>
<td>Introduction to Design Processes</td>
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<tr>
<td>SARC 112</td>
<td>Design Processes</td>
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<tr>
<td>SARC 121</td>
<td>Introduction to Built Environment Technology</td>
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<tr>
<td>SARC 122*</td>
<td>Introduction to Applied Physics, Numerical Methods and Statistics for Designers</td>
</tr>
<tr>
<td>SARC 131</td>
<td>Introduction to Sustainability in the Designed Environment</td>
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<tr>
<td>SARC 151</td>
<td>Introduction to Design History and Theory</td>
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<td>SARC 161</td>
<td>Introduction to Design Communication</td>
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<tr>
<td>SARC 162</td>
<td>Design Communication</td>
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</table>

*SARC 122 may be replaced by an elective course by (i) students who have at least 14 NCEA credits at Level 3 in each of two of the following: Calculus, Physics, Statistics, Modelling, (ii) students who are applying for the second-year Landscape Architecture or Architecture History and Theory programmes.

Years two and three

Year two of the BAS in Architecture introduces discipline-specific courses in Architectural Design and Architectural History and Theory. These are supported by a solid grounding in building technologies, including structures, construction and human environmental science. Year three builds on this foundation, and presents increasingly challenging design issues at larger scales. At this stage, students are also introduced to urban design, Pacific architecture, professional practice and management. Each year culminates with an extended design studio that requires students to integrate what they have learnt in other courses.

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<th>Year two</th>
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<tr>
<td>ARCI 211</td>
<td>Architecture Design</td>
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<td>ARCI 212</td>
<td>Architecture Design Integration</td>
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<td>ARCI 251</td>
<td>History and Theory of Architecture</td>
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<td>SARC 221</td>
<td>Building Materials and Construction</td>
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<td>SARC 222</td>
<td>Structural Systems</td>
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<td>SARC 223</td>
<td>Human Environmental Science</td>
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<td>and one elective course</td>
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<th>Year three</th>
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<td>ARCI 311</td>
<td>Architecture Design</td>
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<td>SARC 321</td>
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<td>SARC 351</td>
<td>Urban Design Theory and Practice</td>
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<td>SARC 352</td>
<td>Pacific Designed Environments</td>
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<td>SARC 362</td>
<td>Introduction to Practice and Management</td>
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<td>and one elective course</td>
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Postgraduate study

The Master of Architecture (Professional) (MArch(Prof)) is a two-year course of study taught in two distinct sections.

Part one

In Part one, students demonstrate their command of a broad range of architectural knowledge and skills. Once again, integration is the key. The technical aspects of building are addressed through an extended studio that allows students to demonstrate near-professional competency in dealing with large structures and complex accommodation needs. At the same time, studio courses emphasise research-led approaches to design. Students prepare proposals for a design-based thesis project that will be undertaken in Part two of Master’s study.

<table>
<thead>
<tr>
<th>Part one</th>
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<tbody>
<tr>
<td>ARCI 411</td>
<td>Architectural Design Research</td>
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<tr>
<td>ARCI 412</td>
<td>Architectural Design Research</td>
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<tr>
<td>ARCI 421</td>
<td>Integrated Technologies</td>
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<tr>
<td>ARCI 451</td>
<td>Architecture History and Theory</td>
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<td>SARC 461</td>
<td>Professional Practice</td>
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<tr>
<td>SARC 491</td>
<td>Research Methodologies</td>
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<tr>
<td>and one elective course</td>
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Part two

Part two is devoted to the Architecture Research Thesis. During a minimum nine-month period, students identify a research question, then devise and implement an appropriate research strategy.

A design project features prominently in this process. At the end of the course, students draw conclusions about their own design and the broader architectural question that prompted the work. Students complete the year with specialised knowledge in one aspect of architecture. They also possess research skills relevant to modern professional practice or further academic study.

<table>
<thead>
<tr>
<th>Part two</th>
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<tbody>
<tr>
<td>ARCI 591</td>
<td>Architecture Research Thesis—120 points</td>
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<td>or in special circumstances</td>
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<tr>
<td>ARCI 592</td>
<td>Architecture Research Thesis—90 points</td>
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<td>and elective courses to the value of 30 points from courses numberd 400–599</td>
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(above) Layers of plans for a bach, for SARC 486, Special Topic, by Thomas Murray.

(opposite) Elemental Pavilion, for SARC 486, Special Topic, by Thomas Murray.
Xi Shao
Bachelor of Architectural Studies student

Xi enjoys studying architecture in Wellington.

“This compact and friendly city is a perfect place for students. Its artistic atmosphere is really good for inspiring students.”

Xi’s favourite project so far has been designing a community centre for Newtown, an eclectic suburb in southern Wellington. This project was part of the Architecture Design Integration course and looked at people-environment relationships. The course is run in collaboration with Wellington City Council and Newtown Community and Cultural Centre.

“I learnt a lot of design ideas and techniques from this course. It was the most challenging architecture project I have worked on but very rewarding and has potential to actually be built.”

Victoria’s School of Architecture has lived up to Xi’s expectations, and he has found the balance between practical and theory to be great.

Xi will start his Master’s degree next year.
Art and Calculus were Claudia van Velthooven’s favourite topics in school, and she knew from then she wanted to be an architect.

“I love the idea that our built environment is, in some respects, the biggest form of public artwork and I want to be a part of crafting it.”

Victoria’s Architecture programme has provided Claudia with opportunities to develop her skills and grow as a person. This included the chance to spend a semester in Mexico on a student exchange.

“This was an incredible opportunity and gave me a new perspective on architectural design. I was immersed in a different culture and gained a new awareness of the beauty in cultural diversity and the impact this has on our designed environments.”

Claudia is in her fifth year of study, and is looking at computational design methods. She has found Victoria to be flexible and supportive throughout her studies. As a keen volleyball player, during her second year she was selected to travel to China as part of the New Zealand women’s volleyball team. Victoria worked with Claudia to ensure she could take the trip without it affecting her studies.

Claudia is hoping to head to a conference overseas later this year to present her thesis and appreciates the support Victoria offers.

“Victoria has been very encouraging, offering conference funding, and numerous scholarships are also available.”

Claudia will be moving straight into a job in Melbourne when she finishes her studies.

“I’ve been offered a position at Warren and Mahoney. Melbourne has a very exciting architectural scene and I think this will be a great follow on from my studies at Victoria.”
Architecture History and Theory

Architecture History and Theory is a three-year major of the BAS. This programme considers historical, social and political issues to develop a critical understanding of the built environment. Architecture History and Theory students at Victoria have the advantage of an interdisciplinary approach to learning as they share courses with Architecture, Building Science, Interior Architecture and Landscape Architecture.

In this programme, importance is placed on the originality of information uncovered, the creativity of the interpretations made and the rigour of the methodological procedures adopted. Graduates can pursue further studies by carrying out a Postgraduate Diploma in Architecture History and Theory (PGDipAHT) and then move on to a non-professional Master of Architecture (MArch).

Career opportunities

Career opportunities are diverse, and some require further specialised courses of study:

- architectural conservator
- archivist
- critic or writer
- curator
- historian
- theorist
- librarian
- museum researcher.

Undergraduate degree

Bachelor of Architectural Studies majoring in Architecture History and Theory

Year one

The first year of study provides a common foundation for all students in the School of Architecture, including course content spanning design, technology, history and theory.

<table>
<thead>
<tr>
<th>Year one</th>
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<tbody>
<tr>
<td>SARC 111</td>
<td>Introduction to Design Processes</td>
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<tr>
<td>SARC 121</td>
<td>Introduction to Built Environment Technology</td>
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<td>SARC 131</td>
<td>Introduction to Sustainability in the Designed Environment</td>
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<tr>
<td>SARC 151</td>
<td>Introduction to Design History and Theory</td>
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<td>SARC 161</td>
<td>Introduction to Design Communication</td>
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<tr>
<td>SARC 162</td>
<td>Design Communication</td>
</tr>
</tbody>
</table>

and one elective course

3D Floor-Façade, cutaway detail, for SARC 321 Construction, by Tom Robertson.
Years two and three

Years two and three teach students to acquire key skills and knowledge, and a solid foundation in terms of history and theory, urban design and Pacific culture and heritage. Students in years two and three can take history and theory courses within the Landscape and Interior Architecture programmes. Students can also combine their studies with a variety of theory-based subjects, including Culture+Context Design, Art History, Classics or History.

### Year two

Year two requires a total of 120 points that include at least two courses from:

- ARCI 251 History and Theory of Architecture
- INTA 251 History of Interior Architecture
- LAND 251 Landscape Architecture History and Theory
- BILD 251 History of Building Technology

and elective courses to the value of 90 points

### Year three

Year three requires a total of 120 points that include two courses from:

- SARC 351 Urban Design Theory and Practice
- SARC 352 Pacific Designed Environments
- SARC 353 History of Architecture
- SARC 354 Interior Heritage Conservation

and elective courses to the value of 90 points including 45 points at 300 level from courses labelled ARCI, INTA, LAND or SARC

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## Postgraduate

### Postgraduate Diploma in Architecture History and Theory

Students majoring in Architecture History and Theory can continue studies with a one-year Postgraduate Diploma in Architecture History and Theory (PGDipAHT). This leads into the non-professional thesis-based Master of Architecture. Students can take approved courses from Architecture, Interior and Landscape Architecture at 400 level for at least two trimesters.

The PGDipAHT requires a total of 120 points consisting of:

- SARC 451 Critical Theory of the Designed Environment
- SARC 491 Research Methodologies
- One of:
  - ARCI 451 Architecture Theory and Criticism
  - INTA 451 Theory and Criticism in Interior Architecture
  - LAND 451 Landscape Architecture Theory and Criticism

three further courses from:

- ARCI 451 Architecture Theory and Criticism
- INTA 451 Theory and Criticism in Interior Architecture
- LAND 451 Landscape Architecture Theory and Criticism
- SARC 452 History of the City in Landscape
- SARC 453 History of Architecture
- SARC 454 Interior Heritage Conservation

and a further 30 points numbered 400–499 from courses labelled ARCI, INTA, LAND or SARC

### Master of Architecture

Students who wish to specialise further in Architecture History and Theory can undertake a non-professional Master of Architecture (MArch) thesis. A thesis allows students the flexibility to pursue and test their own research interests. The work that has been produced in the MArch stream is rigorous and innovative and graduates from this programme have gone on to teach and publish at other universities and institutions.

- ARCH 591 Thesis—120 points

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*Unfolding Hotel Room*, for INTA 311 Interior Architecture Design, by Felicity Zhou.
Interior Architecture

Interior architecture is defined as the study of spaces and spatial experiences at the scale of intimate human experience. Interior architecture operates at the interface between architecture and industrial design. The discipline considers the social-cultural, the ecological, the historical and the contemporary context of interiors. Our Interior Architecture students have an advantage in sharing common courses with Architecture, Landscape Architecture, Architecture History and Theory and Building Science students, within a facility devoted to the study of the built environment. Students are encouraged to take a strong personal position regarding design and to experiment and reflect on the implications of their design position. Our programme aims to prepare students for leadership roles in the interior discipline.

Our Interior Architecture graduates have the tools to become specialists in the design of architectural space and spatial experience. Students are taught to explore how time, movement and perception challenge presumed boundaries between the pragmatic and the theoretical, and even between the habitable and the mythological. Our graduates have gone on to design interior spaces for buildings, spaces for movie narratives and spaces for video games. They work in any career that requires a specialised knowledge of how we interact within space.

Career opportunities

Victoria’s Master of Interior Architecture degree is internationally recognised. It is affiliated to the Interior Design/Interior Architecture Educators Association (IDEA). Our graduates find compelling careers as specialists within interior design and architecture firms—some find career opportunities in the following:

- interior architecture
- stage/movie set design
- gaming design
- retail design
- lighting design
- exhibition and furniture design
- event and set design
- environmental design.

*Imprinted Silhouette*, by Master of Interior Architecture student Sumaiya Abdul Rahman.
Undergraduate degree

Bachelor of Architectural Studies majoring in Interior Architecture

Year one

The first year of study provides a common foundation for all students in the School of Architecture, including course content spanning design, technology, history and theory. Students pursuing Interior Architecture share common courses with students studying Landscape Architecture, Architecture, Building Science and Architecture History and Theory.

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>SARC 111</td>
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<td>SARC 122*</td>
<td>Introduction to Applied Physics, Numerical Methods and Statistics for Designers</td>
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<td>SARC 131</td>
<td>Introduction to Sustainability in the Designed Environment</td>
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<tr>
<td>SARC 151</td>
<td>Introduction to Design History and Theory</td>
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<td>SARC 161</td>
<td>Introduction to Design Communication</td>
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<td>SARC 162</td>
<td>Design Communication</td>
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</tbody>
</table>

*SARC 122 may be replaced by an elective course by (i) students who have at least 14 NCEA credits at Level 3 in each of two of the following: Calculus, Physics, Statistics, Modelling, (ii) students who are applying for the second-year Landscape Architecture or Architecture History and Theory programmes.

Years two and three

Year two of the BAS in Interior Architecture teaches students to acquire and use core skills related explicitly to the discipline, especially design, history of the discipline and communication. Year three provides a deeper knowledge of the major, emphasising independence, self-reflection and engagement with applied problems. Year three involves research-focused learning, in preparation for entering the two-year Master of Interior Architecture (MIA).

<table>
<thead>
<tr>
<th>Year two</th>
<th>Year three</th>
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<tbody>
<tr>
<td>INTA 211</td>
<td>INTA 311</td>
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<td>INTA 212</td>
<td>INTA 312</td>
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<td>INTA 251</td>
<td>INTA 321</td>
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<td>INTA 261</td>
<td>SARC 323</td>
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<tr>
<td>SARC 221</td>
<td>SARC 352</td>
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<tr>
<td>INTA 321</td>
<td>SARC 362</td>
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</tbody>
</table>

and one elective course
Postgraduate degree

The Master of Interior Architecture (MIA) is a two-year course of study taught in two distinct sections.

Part one

Part one is structured as taught courses that embrace substantive disciplinary material, theory, research methodologies and research through design projects.

Part two

Part two, which completes the degree, is structured as a one-year studio-based design research project, from a selected range of research topics. Students will learn to establish a strong personal position in response to social, cultural and theoretical imperatives, while independently researching interior architecture-specific issues through advanced modes of design inquiry.

Wong, retail store fitout for INTA 311 Architecture Design, by Holly Loft—the store represents a juxtaposition of structured, organic elegance.
Carl Leiataua
Bachelor of Architectural Studies student

Carl’s creative mind pushed him towards Interior Architecture.

“Enrolling in the programme has expanded my creativity, motivated me and developed my skills.

“The diversity of the lecturers and tutors at Victoria is great. They bring different knowledge, expertise and perspectives to the architectural design realm.”

The connections between the School of Architecture and industry are a highlight for Carl.

“There are numerous opportunities for businesses to present to students and vice versa. This provides opportunities for students to showcase their work and learn from professionals, and potential employers.”

Carl is a member of Te Rōpū Āwhina, the on-campus whānau for Māori and Pasifika students within the Faculties of Science, Engineering, and Architecture and Design.

Te Rōpū Āwhina provides a mentoring environment where students support each other in their study. Their goal is to produce Māori and Pasifika scientists, engineers, mathematicians, architects, designers and leaders.

A keen rugby player for the Northern United Rugby Club, Carl lives an hour out of Wellington and catches the train to study.

“I find the public transport to and from the University very reliable. I enjoy my time in Wellington—it is the creative capital and there is plenty to draw inspiration from.”
Alanah is in her fifth year of study with the School of Architecture. Her interest in Interior Architecture has grown over this time.

Interior Architecture looks at creating vibrant spaces using innovative design approaches. Alanah is particularly interested in how design is reflective of cultural identities and heritage and how these affect people's experience in a space.

Her favourite courses have been about design integration.

“I enjoyed working on group projects, as part of a team, exploring design collaboration.”

Alanah credits the programme for its flexibility, allowing her to include her interests in her study. “I explored the role of wool in interior design for one of my papers.”

And now, completing her Master's degree, her thesis looks at rural community halls and the role of interior design as a way of retaining local identity.

“My thesis stems from my rural upbringing—I have always been interested in drawing parallels between rural life and interior architecture.”

When Alanah completes her Master’s degree, she plans to travel before embarking on a career using the skills she has learnt as an Interior Architecture student.
Landscape Architecture

Landscape architecture sits at the forefront of rising global interest in the environment, the sustainability of cities and the quality of urban life. As facilitators of change, landscape architects draw together diverse disciplinary interests in the creation of landscapes that are culturally, economically, socially and environmentally responsive.

Landscape architecture blends the rigorous understanding of the sciences, focusing on ecology and natural systems, with the creative process of embracing art and human interactions with the landscape. Victoria’s Landscape Architecture programme encompasses the technology of site development and site systems, historical and contemporary interactions of people in the landscape and design as critical methods of facilitating landscape change. All of these subjects are offered in an integrated programme, anchored by the studio experience.

Opportunities for the integration of teaching across disciplines are widespread at the School of Architecture. Landscape Architecture students work on projects that address place, community, activity, meaning, form and aesthetics. The outcomes include integrated solutions for open space networks, transport routes, street typologies, built form, land-use mixes, recreation space, community facilities and urban ecology.

Our BAS in Landscape Architecture, combined with the Master of Landscape Architecture (MLA), is recognised nationally and internationally as meeting the academic requirements for registration as a professional landscape architect. The programme’s vigorous interdisciplinary design culture promotes the skills and values necessary to practise as a landscape architect in a range of contexts within this rapidly growing and pivotal field of the built environment.

Career opportunities

Landscape architects work in private, public and academic organisations and typically collaborate with artists, ecologists, architects, planners and engineers to plan and design a wide variety of projects at regional, urban and local scales. These may include large-scale infrastructure projects and the rehabilitation and design of post-industrial and residual urban sites as well as parks, gardens and public open spaces. Victoria’s Landscape Architecture programme is accredited by the New Zealand Institute of Landscape Architects and prepares students for registration as landscape architects.

Graduates from the programme are working in many different capacities throughout New Zealand and abroad. Possible career opportunities include:

- parks and recreation planning
- site design and planning
- urban design
- civil design and public infrastructure consulting
- sustainable development consulting
- landscape assessment.
Undergraduate degree
Bachelor of Architectural Studies majoring in Landscape Architecture

Year one
The first year of study provides a common foundation for all students in the School of Architecture, including course content spanning design, technology, history and theory. Students pursuing Interior Architecture share common courses with students studying Landscape Architecture, Architecture, Building Science and Architecture History and Theory.

<table>
<thead>
<tr>
<th>Year one</th>
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<tbody>
<tr>
<td>SARC 111</td>
<td>Introduction to Design Processes</td>
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<tr>
<td>SARC 112</td>
<td>Design Processes</td>
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<tr>
<td>SARC 121</td>
<td>Introduction to Built Environment Technology</td>
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<td>SARC 131</td>
<td>Introduction to Sustainability in the Designed Environment</td>
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<tr>
<td>SARC 151</td>
<td>Introduction to Design History and Theory</td>
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<td>SARC 161</td>
<td>Introduction to Design Communication</td>
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<td>SARC 162</td>
<td>Design Communication</td>
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<tr>
<td>and one elective course</td>
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</table>

Years two and three
In the second year, students are introduced to courses in landscape architectural design, technology, site systems/ecology, history and theory. The third year introduces greater complexity and broad-scale issues related to landscape planning and urban interventions, requiring more sophisticated integration of human and natural conditions into the design process.

With successful completion of the first three years, students can be granted the BAS in Landscape Architecture.

<table>
<thead>
<tr>
<th>Year two</th>
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<tbody>
<tr>
<td>LAND 211</td>
<td>Landscape Architecture and Design</td>
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<tr>
<td>LAND 212</td>
<td>Landscape Architecture Design Integration</td>
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<tr>
<td>LAND 221</td>
<td>Landscape Architecture Sites and Systems</td>
</tr>
<tr>
<td>LAND 222</td>
<td>Landscape Architecture Application</td>
</tr>
<tr>
<td>LAND 251</td>
<td>Landscape Architecture History and Theory</td>
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<tr>
<td>LAND 261</td>
<td>Landscape Architecture Communication</td>
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<td>and one elective course</td>
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<tr>
<th>Year three</th>
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<tbody>
<tr>
<td>LAND 311</td>
<td>Landscape Architecture Design</td>
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<tr>
<td>LAND 312</td>
<td>Landscape Architecture Design Integration</td>
</tr>
<tr>
<td>LAND 321</td>
<td>Landscape Architecture Construction</td>
</tr>
<tr>
<td>SARC 351</td>
<td>Urban Design Theory and Practice</td>
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<tr>
<td>SARC 352</td>
<td>Pacific Designed Environments</td>
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<tr>
<td>SARC 362</td>
<td>Introduction to Practice and Management</td>
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<td>and one elective course</td>
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</tbody>
</table>
Postgraduate degree

The Master of Landscape Architecture (MLA) is a two-year course of study taught in two distinct sections.

Part one
Students interested in postgraduate study may continue for two additional years and earn the MLA degree. In Part one, students are introduced to design-based research; they develop greater understanding of theory and criticism in landscape architecture and are engaged in additional courses that provide exposure to contemporary practice in landscape architecture.

<table>
<thead>
<tr>
<th>Part one</th>
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<tbody>
<tr>
<td>LAND 411</td>
<td>Landscape Architecture Design</td>
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<tr>
<td>LAND 412</td>
<td>Landscape Architecture Design Research</td>
</tr>
<tr>
<td>LAND 421</td>
<td>Urban Technologies</td>
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<tr>
<td>LAND 451</td>
<td>Landscape Architecture Theory and Criticism</td>
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<tr>
<td>SARC 461</td>
<td>Professional Practice</td>
</tr>
<tr>
<td>SARC 491</td>
<td>Research Methodologies</td>
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<td>and one elective course</td>
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</table>

Part two
In Part two, students’ work is devoted to the development of original work through preparation of the Master’s thesis. This is intended to be a culminating experience that demonstrates the capability for individual thought and creativity in landscape architecture.

<table>
<thead>
<tr>
<th>Part two</th>
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</thead>
<tbody>
<tr>
<td>LAND 591</td>
<td>Landscape Architecture Research Thesis—120 points</td>
</tr>
<tr>
<td>or in special circumstances</td>
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<tr>
<td>LAND 592</td>
<td>Landscape Architecture Research Thesis—90 points</td>
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<td>and elective courses to the value of 30 points from courses numbered 400–599</td>
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</tbody>
</table>

*The Curious Garden*, for LAND 212 Landscape Architecture Design Integration, by Serena Lousich—creating opportunity to evoke the senses and imagination of a child’s mind through planting.
Billy Pearce
Bachelor of Architectural Studies student

Billy was always going to be an architect—his mother is one and a big inspiration in his life. Billy enrolled in the Bachelor of Architecture but found during his first year that he was drawn to Landscape Architecture.

“I always enjoyed nature and was interested in big scheme thinking—the questions asked when a site is marked for development.”

The first year of Victoria’s Bachelor of Architecture degree covers four majors—Architecture, Interior Architecture, Landscape Architecture and Building Science—and students go on to specialise in their second year.

“The Landscape Architecture programme has exceeded my expectations. The lecturers are all respected, inspiring and dedicated people, with the interests and aspirations of the students at heart.

“The work is hard but rewarding and the courses are forward thinking and flexible. The ideas produced in tutorials reflect the top-quality guidance we receive and I can truly say that the content we learn makes me proud.”

Billy grew up in the Wairarapa, which meant leaving home to study at Victoria. He lived in a hall of residence during his first year and says it was a lot of fun and he made some great friends.

Currently in his third year, Billy hopes to start his own landscape architecture firm one day.

Paekakariki, by Billy Pearce.
Growing up on a farm near New Plymouth, Elle was sceptical about moving to Wellington for study, but it didn’t take long for that to change. “The accessibility of the city makes it so easy to fit everything into daily life—university, exercise and social life. Staying in a hall of residence in first year is a great way to meet and make lifelong friends. I have really enjoyed the social culture of Wellington and the proximity of parks for hiking and cycling to the city.”

Elle was drawn to Landscape Architecture because she loves the idea of working with the natural and built environments. She says the programme is challenging but she has gained skills and grown through the opportunities offered.

“I went on an international field study in third year, visiting three major cities in Europe, analysing and comparing the landscape design and public spaces in each. It was an unforgettable trip—it taught me so much about landscape architecture and how it is approached within different contexts and time periods.”

Another highlight of Elle’s studies was entering an Australian-New Zealand Landscape Architecture competition with her team being named in the top 10.

Elle has also taken advantage of the opportunity to take part in the Victoria Plus programme, the University’s service and leadership development programme, through which she will take part in the Aspiring Leaders Forum in Wellington.
Bachelor of Building Science

Undergraduate overview

Students of Building Science should have a keen interest in the complexities of the building construction process and an ability to interact well with others. With the increasing emphasis on project management, students should develop a sharp business mind as well.

Our Bachelor of Building Science (BBSc) examines and analyses the built environment and the way people interact with it. It gives a thorough grounding in the development of construction methods, materials and systems, as well as an awareness of the impact and importance of trends in the development of sustainable building technologies. It introduces the science of comfort in terms of air quality, heat, light and sound. Students will develop an understanding of structural engineering and of the legal and economic environments in which buildings are constructed and inhabited.

At Victoria, Building Science is taught alongside the Architecture, Architecture History and Theory, Interior Architecture and Landscape Architecture programmes, enabling BBSc students to engage with these related disciplines and ensure the science of buildings is explored in the context of an awareness of architectural design issues.

BBSc graduates can continue their education and undertake the Master of Building Science (MBSc).

www.victoria.ac.nz/bbsc

Undergraduate degree structure

Year one

In the first year, students study core courses alongside students in the first year of the Bachelor of Architectural Studies (BAS). This maximises your exposure to all aspects of the built environment and is designed to increase your awareness of different disciplines contributing to it. The first year of the programme consists of seven introductory courses that lay the foundations for the following years, plus an elective course of your choice. Two technically oriented courses focus on the technologies inherent in today’s buildings and sustainability. Four others cover basic aspects of design and the associated history and theory. They will introduce you to the world of architecture in which building science plays a crucial role.

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*SARC 122 may be replaced by an elective course by (i) students who have at least 14 NCEA credits at Level 3 in each of two of the following: Calculus, Physics, Statistics, Modelling, (ii) students who are applying for the second-year Landscape Architecture or Architecture History and Theory programmes.

The Warrander Studio, a house project designed and built as part of the SARC 591 MArch(Prof) Thesis, by Ben Sutherland.
Years two and three
In the following two years, you will study core Building Science topics including construction, structures, environmental science, systems and management. At the end of three years’ study, you will have knowledge and skills to either begin a satisfying career in some aspect of the building industry or continue your study in the two-year Master of Building Science programme. Depending on your choice of courses, you can major in either Sustainable Engineering Systems or Project Management, or both. Studying at Master’s level will enable you to focus on a specialist subject area of your choice. You may continue beyond that to undertake a PhD in Building Science.

Postgraduate overview

Master of Building Science
The Master of Building Science (MBSc) is a two-year postgraduate degree with a focus on examining the science of the built environment in depth. Entry into the MBSc will be available to BBSc graduates with grades of B average in years two and three of the BBSc degree. Students can specialise in either Sustainable Engineering Systems or Project Management.

During the first year of the MBSc, students will enrol in courses including Project Integration, Integrated Technologies, Sustainable Engineering, Buildings and Energy, Green Building Assessment, Building Project Management, Built Facilities Management and Research Methodologies.

In the second year of the MBSc, students undertake a Building Science Research thesis, in which a topic of their choice is fully researched and developed. The thesis allows students to establish a strong academic position in the analysis of an aspect of a building, researched in both theoretical and practical form.

Project Management
Project management is the methodical approach to planning and guiding project processes from start to finish. The processes are guided through five stages: initiation, planning, executing, controlling and closing. Project management can be applied to almost any type of project.

Victoria offers a major in Project Management within the Bachelor of Building Science (BBSc) degree that is designed for students who want a professional career at the core of the building industry. This major focuses on the logistics surrounding the built economic environment. Some key topics include the feasibility analysis, planning, cost control and the critical path of building and urban environments.

The Project Management major is taken alongside the core Building Science and elective courses of the student’s choosing. In this major, students will study topics including economics, cost planning, project management and construction law in the second and third years of study. These courses can be enhanced by carefully selected elective courses related to Project Management.

This major is available as a postgraduate subject area within the Master of Building Science (MBSc), for students who wish to pursue further study at postgraduate level for a professionally recognised qualification.

Career opportunities
There are many career opportunities in this area of expertise, including the following:

- construction project management
- building consulting
- building research
- quantity surveying
- technical writing
- consulting on city council buildings consent processes
- as a technician in a structural engineering consultancy.
Sustainable Engineering Systems

Sustainability is an important component in the built environment. It involves the promotion of energy efficient buildings and minimising the harm to our environment. At Victoria, we offer a major in Sustainable Engineering Systems within our Bachelor of Building Science (BBSc) degree that is designed for students who want a professional career at the core of the building industry.

Sustainable Engineering Systems focuses on the study and performance simulation of environmental engineering systems and sustainability at both the building and urban level. Students will study and develop appropriate design systems to address the quality of the built environment, from heating to lighting and air quality and acoustics, while incorporating the efficient use of sustainable materials and building resources.

This major is taken alongside the core Building Science and elective courses. In this major, students will study topics including environmental engineering systems, sustainable architecture, sustainable engineering systems design and sustainable and regenerative design in buildings in the second and third years of study. These courses can be enhanced by carefully selected elective courses related to sustainability or engineering.

This major is available at a postgraduate level within the Master of Building Science (MBSc), for students who wish to pursue further study at postgraduate level for a professionally recognised qualification.

Career opportunities

There are many career roles in this area of expertise, including:

- sustainable engineering systems designer
- consultant advising design teams on energy conservation
- lighting adviser, designer or supplier
- consultant for the city council buildings consent processes
- quantity surveyor
- acoustic engineer
- technical writer
- technician in a structural engineering consultancy
- researcher of building materials’ performance, either in a private company or a research institution such as the Building Research Association of New Zealand (BRANZ).
Beth has always been interested in how buildings affect the people who use them.

“I enjoy looking at how the indoor environment of a building works for its users—things like lighting, acoustics and thermal comfort.”

It’s a topic close to Beth’s heart, as a person who has Autism Spectrum Disorder (ASD).

“Things that other people may not even notice, like lights flickering and certain types of background noise, can have an impact on people with ASD. In my Master’s research project, I’m hoping to start to quantify these issues so that we can then start looking at ways to alleviate them and improve people’s experience.

“Overall, I’d love to bridge the gap between how buildings are designed and built and what would work best for the people who use them.

“I’m very passionate about accessibility in buildings, especially moving accessibility from just focusing on mobility and physical impairments, to thinking about designing buildings that are comfortable and easy for anyone to use.”

Beth speaks highly of the Building Science programme.

“One of the best things is the relationship between students and teaching staff. As a relatively small group, we get to know our lecturers and tutors by name and they are always willing to help.”

She has also gained a lot from opportunities to work with people in the industry—for example, she was part of the Victoria Summer Research Scholarship Programme over the 2015/16 summer, receiving funding to allow her to work at BRANZ.

“It was great to see what the professionals do, talk to them about the projects they are working on and get their perspectives.”
The cutting edge

The School of Design at Victoria is New Zealand’s cutting-edge option for launching a design career. If you want a university experience that is more than acquiring requisite design skills, we are the best option for your tertiary study. We forge experimental studio practices, embrace an outlook based on design research and foster cross-disciplinary collaborations, towards an understanding that design does more than shape our material culture and social interactions: design interrogates the status quo and probes the pathways of culture, from our ancient origins through to our emerging future.

Our geographical location poises New Zealand to be a leader in digital technology, and our School is the country’s most innovative in integrating such technologies into a variety of design approaches. We are investigating how new technologies such as 3D-scanning and multi-property additive manufacturing are changing the nature of manufacturing, from health care to high-performance sportswear. Similarly, we are looking at the spectrum of possibilities emerging from the combination of virtual reality, mobile technologies and smart objects and their applications. And then there are the ever-expanding fields of the entertainment industry: gaming, visual effects and animation. Victoria has been investing significantly into new courses, resources and staff to meet these demands. Many of our alumni are now working at Clemenger, PikPok, RESN, Weta Digital and Weta Workshop: leveraging the world-leading collaborative relationships that can only happen here, in Wellington.

Looking to expand the boundaries of design practice and its relevance within a broader range of professional fields, the School of Design has established a number of strategic research groups under the auspices of the Design Research Innovation Laboratory (DRIL). Working in dynamic teams, the DRIL environment facilitates interdisciplinary research at postgraduate level. Individually and collectively, the DRIL groups represent the diversity of the School’s research expertise, the intellectual leadership of our academic staff and strength of our industry partnerships. Current DRIL groups include Smart Interactions, Multi-property Additive-manufacturing Design Experiments (MADE), Virtual World Lab, Design and Culture, and Data.Mine.

At the School of Design, our mind is on the future, allowing our students to play to their strengths and to explore the role of design in society. The commitment to foresee and lead the latest developments in design education, and to engage with local, national and global contexts is core to our philosophy of design education. This approach ensures that our graduates are prepared for the challenges and changes they will face in their professional careers, and provides them with the knowledge, skills and imagination necessary, not only to recognise their potential, but also to pursue and realise meaningful change.

Douglas Easterly
Head of School
Undergraduate overview

Bachelor of Design Innovation

The School of Design offers a three-year Bachelor of Design Innovation (BDI) in three disciplines—Industrial Design, Media Design and Culture+Context Design.

The BDI then leads into a 180-point Master of Design Innovation (MDI). The flexibility of our degree structures, at both undergraduate and postgraduate level, gives students a variety of options and, therefore, a much greater opportunity to customise their course of study to individual interests and desired career pathways.

We encourage our students to include minors within the BDI, thereby allowing them to easily customise their course of study with a secondary field. Culture+Context Design emphasises the importance of this outside field, requiring students to pursue a minor in a non-design discipline. Media Design and Industrial Design students may also choose to pursue a minor in a second discipline, but it is not compulsory. Minors offer Design students the ability to construct courses of study that build on the richness of the University’s programmes, and, in so doing, extend the reach and relevance of design in approaching today’s challenges. Bachelor of Design Innovation students are also able to complete an optional area of focus within their major. This is called a specialisation.

Innovation is also a central aspect of design education at Victoria, as reflected in the names of our qualifications. In studios and seminars, an experimental approach to design and design education is practised at the School. This methodology encourages creative and critically reflective design solutions. Innovation is a key part of any research project, and at the School of Design we are proud of our research-led programmes. This is true for both the BDI and the MDI, with staff research informing the undergraduate experience, and at the Master’s level, with students actively engaged in research and the creation of new knowledge through good design.

The most distinctive characteristic of Design at Victoria arguably is our emphasis on interdisciplinarity. This is a result of our belief that design and design education are enriched through interaction with disciplines not typically associated with design. This approach has real-world benefits, as demonstrated by our graduates who occupy a great diversity of professional positions and are pursuing exciting career pathways, both in New Zealand and abroad. The BDI and MDI degrees are aimed at educating future generations of designers, design consultants, design educators, curators, critics and much more. The range of expertise and interest held by these future design leaders will strengthen the operating framework for design by contextualising it within theoretical, technological, commercial, social and cultural contexts. Because of this emphasis, whatever direction our Design graduates choose to follow, they take with them the knowledge that design is an agent for positive change, and the skill set to realise their goals.

www.victoria.ac.nz/bdi
Paper Weight, for DSDN 141 Experimenting with Materials, by Andy Lee.
Postgraduate overview

Master of Design Innovation

The Master of Design Innovation (MDI) builds on the individual strengths of our undergraduate disciplines in Industrial Design, Media Design and Culture+Context Design, and asks students to bring the skills and knowledge gained in the BDI to collaborative, interdisciplinary postgraduate research groups.

The MDI is a 180-point, industry-focused, professional qualification. Comprised of taught coursework and supervised research, the MDI offers students a structured curriculum and a high degree of flexibility in determining an area of focus for their thesis research. Our research groups are housed in the Design Research Innovation Laboratory (DRIL), which provides MDI students with a stimulating and supportive environment for inspiration and discovery.

The MDI will:

• develop high-level skills for conceiving and constructing artefacts, systems and environments
• develop the communication and collaboration skills required for working in interdisciplinary teams
• provide opportunities to engage with industry and cultural organisations through applied research projects
• prepare students to critically assess new technologies and the social, cultural, environmental and economic implications of design on our world
• prepare students to actively participate in the process of creating value through design, critically and holistically
• prepare students for advanced levels of professional employment.

PhD overview

The Design Research Innovation Lab also provides the context and community for doctoral research to develop and flourish at the School of Design. Whether extending Master’s research or bringing prior professional and academic experience to the exploration and development of new areas of knowledge through design research, the PhD in Design Innovation offers students a supportive environment for advanced study.

www.victoria.ac.nz/design-phd
Flavia-Rose took a few Media Design papers during her BA and was captivated by them. She then enrolled in a one-year Graduate Diploma in Design.

“I was impressed by the inclusive community and maker culture I found at the School of Design. I had a strong desire to create and learn new skills so I enrolled.”

Flavia-Rose was awarded a Summer Research Scholarship at Weta Workshop towards the end of her studies, part of a relationship between Weta and the School of Design.

“The summer scholarship opened huge doors for me—when it finished I was taken on as a Props Technician to work on upcoming films Ghost in the Shell and Power Rangers. Working at Weta had been a long-held dream—getting there would have been so much harder if it hadn’t been for the scholarship.”

Another milestone during her studies was when Dame Suzie Moncrieff, the founder of the World of Wearable Art show (WoW), came to speak to her Wearable Technology class.

“It was inspiring to speak with her and discuss the garment my team was working on. We’re hoping it will feature in WoW.”

Flavia-Rose is continuing to develop her animation portfolio and enjoying her work.

*Lace Armour*, for DSDN 384 Future Under Negotiation, by Flavia-Rose—a commentary on the symbolic or emotional armour that women wear every day. The lace armour combines notions of femininity with a traditionally masculine object.
First-year Design

Programme overview

A unique and distinguishing feature of the School of Design’s first-year Design programme is its cross-disciplinary nature, which allows for relationships across Culture+Context Design, Industrial Design and Media Design to be investigated and redefined. In an intense and integrated programme of study, first-year students investigate a broad range of essential design ideas, principles, histories, theories, practices and strategies, enabling them to challenge traditional and presumptive definitions of design.

The first-year Design programme offers a highly structured learning environment that supports creative exploration and helps students to develop the discipline necessary for working in an innovative design practice. Study is structured around the concept of ‘designing by making’ where students develop design confidence and commitment through a series of strategically formulated and progressively complex design challenges. All students are encouraged and assisted to develop a strong, individual approach to design that allows them to engage with both the physical and the digital while evolving a commitment to a specific design discipline.

Following the first-year Design programme, students apply for selection into their preferred major. Selection into second year is based on academic merit.

(right) Experimenting with Materials, for DSDN 141 Experimenting with Materials, by Ella Murphy.

(opposite) Material Combination: Metal + Gelatin, for DSDN 141 Experimenting with Materials, by Kirsty McRae.
TREE
RAKAU
Culture+Context Design

Programme overview

Culture+Context Design supports students in their ambition to develop thoughtful and provocative design solutions and to become leaders in the mediation of challenging social and cultural issues. Our students are driven by inquiry and the desire to become active and creative participants within local communities and globalised industries. Culture+Context Design combines design research, critical thinking and critical design practice in the pursuit of innovative, creative outcomes that take advantage of traditional and digital media. A unique programme in New Zealand, the courses in this major include studios and seminars, giving students the opportunity to design objects, systems and environments (real and virtual) within theoretical, analytical and conceptual frameworks. Culture+Context Design is conceived around an understanding that cultures shape design, and in turn, design shapes cultures.

Select areas of focus define the breadth of this major and can be taken as specialisations:

- Cultures of Making
- Service Design
- Speculative Design.

Culture+Context Design addresses a diverse range of cross-disciplinary topics that are highly relevant within contemporary design education and praxis. Topics explored include:

- critical, conceptual and experimental design practices
- speculative, political and social design
- sustainable design theory and practice
- contemporary maker cultures and traditional craft practices
- systems design, strategic design and design thinking methodologies
- photography, digital imaging and computer culture
- design research methods including ethnographic and psychological approaches.

The Culture+Context Design major offers a cross-disciplinary qualification for students who have a strong interest in design and who seek professional career opportunities in a variety of design and design-related fields, both enhancing and complementing traditional design practice.

Culture+Context Design minors

All Culture+Context Design students are required to include one minor in their programme of study to complete their degree. The minor must be made up of courses from outside the BDI schedule, from another faculty. Suggested minors include:

<table>
<thead>
<tr>
<th>Architecture History and Theory</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>Māori Studies</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>Marketing</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Media Studies</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Music</td>
</tr>
<tr>
<td>Cultural Anthropology</td>
<td>Pacific Studies</td>
</tr>
<tr>
<td>Development Studies</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Electronic and Computer Systems</td>
<td>Psychology</td>
</tr>
<tr>
<td>English Literature</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>European Studies</td>
<td>Science in Context</td>
</tr>
<tr>
<td>Film</td>
<td>Sociology</td>
</tr>
<tr>
<td>Geography</td>
<td>Theatre</td>
</tr>
</tbody>
</table>

(opposite) By combining principles of psychology and design, the Learning Te Reo project, by Jessica Johnston, employs meaningful tactile gestures to promote the effective recall of vocabulary for learners of te reo Māori.
Career opportunities

There are unlimited opportunities potentially within reach for students with a Culture+Context Design background. This programme aligns with contemporary expectations and developing needs across a spectrum of creative industries and cultural organisations.

The BDI and MDI in Culture+Context Design provide a variety of career opportunities, a few of which are listed below.

Culture+Context Design major with one minor*

<table>
<thead>
<tr>
<th>Minor subject</th>
<th>Career opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>Museum/gallery curator, design critic, event/experience designer</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>International design ambassador, policy adviser, design consultant</td>
</tr>
<tr>
<td>Cultural Anthropology</td>
<td>Design researcher/consultant, trend analyst</td>
</tr>
<tr>
<td>Development Studies</td>
<td>NGO strategist/consultant, service designer, policy adviser</td>
</tr>
<tr>
<td>Film</td>
<td>Film industry creative director, producer, writer, critic</td>
</tr>
<tr>
<td>Management</td>
<td>Agency manager, design strategist, marketing and advertising executive</td>
</tr>
<tr>
<td>Māori Studies</td>
<td>Māori design advocate/curator/specialist</td>
</tr>
<tr>
<td>Marketing</td>
<td>Marketing and advertising executive, advertising planner, design strategist, entrepreneur</td>
</tr>
<tr>
<td>Media Studies</td>
<td>Media researcher, producer, entrepreneur</td>
</tr>
<tr>
<td>Psychology</td>
<td>Product/system interface and usability designer</td>
</tr>
<tr>
<td>Sociology</td>
<td>Design consultant/design critic/social issues advocate</td>
</tr>
</tbody>
</table>

*Culture+Context Design students are also able to select two minors.

Undergraduate degree

Bachelor of Design Innovation majoring in Culture+Context Design

Year one

The first year of study is shared across all disciplines and introduces students to the fundamentals of design practice and theory in a cross-disciplinary context. At the end of the first year, students apply for selection into a major for the remainder of their study. Students enrolling in a minor outside the Faculty need to identify and commit to the minor in the first trimester of study.

<table>
<thead>
<tr>
<th>Year one</th>
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<tbody>
<tr>
<td>DSDN 101 Design Visualisation</td>
</tr>
<tr>
<td>DSDN 111 Ideas and Principles of Design</td>
</tr>
<tr>
<td>DSDN 171 Design in Context</td>
</tr>
<tr>
<td>WRIT 101/151* Writing English or Writing English as a Second Language</td>
</tr>
<tr>
<td>one further DSDN course from courses numbered 100–199 (DSDN 144 is recommended)</td>
</tr>
<tr>
<td>and three elective courses‡</td>
</tr>
</tbody>
</table>

*WRIT 101/151 may be replaced with any 100-level course offered by Victoria University by students who have achieved 14 credits in NCEA Level 3 English, History, Art History, Classics, Geography or Economics.

‡Elective courses within the BDI in Culture+Context Design must include:

- a minor in a recognised subject requiring 60 points from courses numbered 200–399 from a set of courses offered for a major, including at least 15 points from courses at 200 level
- 75 points from BDI courses
- a total of at least 80 points from courses numbered 200–399, including at least 20 points at 300 level.
Years two and three

In year two of the BDI, Culture+Context Design students will gain insightful and critical understanding of design research, design thinking and critical practice.

In year three, students will acquire a broad appreciation of how design contributes to the fields of material and visual culture as well as the diversity of other disciplines and practices. Year three culminates in the innovative and integrative course, Design+ where students explore the affinities between design and their minor in a studio context.

<table>
<thead>
<tr>
<th>Year two</th>
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</thead>
<tbody>
<tr>
<td>CCDN 271</td>
<td>Design as Inquiry</td>
</tr>
<tr>
<td>and two of:</td>
<td></td>
</tr>
<tr>
<td>CCDN 231</td>
<td>Experimental Design Ideas</td>
</tr>
<tr>
<td>CCDN 233</td>
<td>Design Ethnography</td>
</tr>
<tr>
<td>CCDN 242</td>
<td>Speculative Design</td>
</tr>
<tr>
<td>CCDN 244</td>
<td>Expanded Photographics</td>
</tr>
<tr>
<td>and elective courses to the value of 60 points‡</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Year three</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>CCDN 331</td>
<td>Live Theory</td>
</tr>
<tr>
<td>CCDN 332</td>
<td>Design+</td>
</tr>
<tr>
<td>and one of</td>
<td></td>
</tr>
<tr>
<td>CCDN 312</td>
<td>Strategic Design</td>
</tr>
<tr>
<td>CCDN 342</td>
<td>Advanced Topics in Design</td>
</tr>
<tr>
<td>CCDN 344</td>
<td>Computer Generated Culture</td>
</tr>
<tr>
<td>and elective courses to the value of 60 points‡</td>
<td></td>
</tr>
</tbody>
</table>

‡Elective courses within the BDI in Culture+Context Design must include:

- a minor in a recognised subject requiring 60 points from courses numbered 200–399 from a set of courses offered for a major, including at least 15 points from courses at 300 level
- 75 points from BDI courses
- a total of at least 80 points from courses numbered 200–399, including at least 20 points at 300 level.

The Imprimótype, by Sarah Kong, is a 3D-printed ceramic camera designed to provide an alternative, analogue experience of photography in a digital age. To access the image (imprimógraph) the user must consciously decide that the time has come to transfer the value of this object from camera to image, and sacrifice the exterior camera shell.
Jess Noone wasn’t sure what she wanted to specialise in so she looked for a degree that covered a broad range of subjects, and found the Bachelor of Design Innovation was for her.

“I really enjoyed the degree—so much of it is shaped by what you are interested in, and I was able to tailor it to my passions.”

Jess found the thought processes in design intriguing. “I enjoyed the deeper thinking behind design and how this can affect the world we live in.”

She was part of an award-winning group who designed a plate and bowl set around the idea that psychology principles can be used to trick the mind to reduce portion size.

In her final year, Jess undertook an internship to gain practical experience.

“Victoria made it possible for me to do the internship, by providing flexibility and support to work and study at the same time.” Hailing from Tauranga, Jess found Wellington a perfect place to study.

“Wellington is a fantastic place to live as a design student. You get all the opportunities of a big city, with a small-town attitude. Many of the projects I completed involved getting into the city design scene and I was continuously challenged and inspired by the work around me.”

Jess is now a Brand Coordinator for a local start up and loves being part of this innovative community.

*Exploring the City*, for CCDN 331 Live Theory, by Jess Noone. From the harsh static buildings, it is the people within that bring it to life through colour and movement.
From a young age Ellen was always doodling and making arts and crafts so she knew she wanted to study Design.

“The Design Innovation programme allowed me to try a little bit of everything so I could figure out where my skills were, what I enjoyed and what I didn’t.

“Choosing Industrial Design was an easy decision for me—it is a passion and where I have thrived.”

Ellen has completed two Summer Research Scholarships and an independent study course, bridging the gap between university and the design industry. She has worked with brain surgeons at Wellington Hospital and at Weta Workshop.

“It had always been a dream to work at Weta.

“As part of the summer scholarship we moved around departments so we could understand the whole process. I spent most of the time in the props department making, creating and fixing pieces. I learnt a huge amount about different products, tools, ways to tackle issues and not being afraid to ask questions.”

Following the scholarship, Ellen has been working at Weta Workshop.

“I encourage all new and current students to make the most of the resources and opportunities Victoria has to offer—you never know where they will lead. Take chances with projects and ideas, and be bold. When you feel out of your depth, this is when you learn the most. Ask for help, ask questions and learn from your peers—they are smart too!”

(top) Fil, for INDN 342 Digital Fabrication, by Ellen Crane—a bedside table made with a CNC wire bent frame and routed plywood.

(bottom) Fixing and cleaning layers of laser-cut felt to be assembled and hung on the wall as The Designers Voice, for CCDN 331 Live Theory, by Ellen Crane.
Programme overview

Using technology in innovative ways, Industrial Design at Victoria pursues new and unexpected insights that result in useful, meaningful and extraordinary products, services and systems that enrich daily life and address complex cultural and social issues. Industrial Design students engage in the detailed investigation of human experience, needs and desires through qualitative and quantitative methods, in order to design interactions of physical products that respond to environments, human interaction and digital data. There are diverse topics of investigation, including medical technologies, human wellbeing, experimental design installations and designing for human behaviour. The Industrial Design programme also encourages creative exchange with other disciplines, both within the School and across the University, allowing students to explore design from multiple perspectives.

The Industrial Design programme introduces students to the tools and technologies, principles and practices that are fundamental to engaging creatively with today’s design challenges. It provides the basic skills and knowledge required to explore a range of applications, forming a basis for new interpretations of traditional areas of industrial design. With full access to the School’s extensive digital prototyping capabilities, students quickly build expertise in digital creation, 3D modelling and digital fabrication, with an emphasis on 3D printing and additive manufacturing.

Career opportunities

The Industrial Design programme prepares graduates to work as designers in an exciting variety of professional areas such as healthcare, office and industrial equipment, furniture, home entertainment, homeware, personal accessories, sports and leisure, transportation, agricultural products, lighting and architectural and urban products. Depending on interests and expertise, graduates may target a specific product category as an in-house designer, they may prefer the diversity offered by consultancy or even start their own company. Specific skills within the discipline such as computer-aided design (CAD) expertise or human factors will lead to more focused career niches, and careers in related fields such as design education are also possible.

Possible careers include:
- product designer
- design consultant/design strategist
- CAD and digital prototyping designer
- product development project manager
- film prop/set designer
- exhibition designer
- academic/corporate design researcher
- design and technology educator
- medical technologies designer
- design/business entrepreneur
- biodesign/bio-medical designer.

Close up of Biological Camera, for INDN 204 Advanced Visualisation and 3D Modelling, by Nicole Hone.
Undergraduate degree

Bachelor of Design Innovation majoring in Industrial Design

Year one
The first year of study is shared across all disciplines and introduces students to the fundamentals of design practice and theory in a cross-disciplinary context. At the end of the first year, students will apply for selection into a major for the remainder of their study. Students enrolling in a minor outside the Faculty need to identify and commit to the minor in the first trimester of study.

Selected areas of focus define the breadth of this major and can be taken as specialisations:

- Design for Digital Making
- Design for Future Technologies
- Tangible Interactions Design.

<table>
<thead>
<tr>
<th>Year one</th>
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<tbody>
<tr>
<td>DSDN 101</td>
<td>Design Visualisation</td>
</tr>
<tr>
<td>DSDN 111</td>
<td>Ideas and Principles of Design</td>
</tr>
<tr>
<td>DSDN 171</td>
<td>Design in Context</td>
</tr>
<tr>
<td>DSDN 104</td>
<td>Digital Creation</td>
</tr>
<tr>
<td>DSDN 141</td>
<td>Experimenting with Materials</td>
</tr>
<tr>
<td>WRIT 101/151*</td>
<td>Writing English or Writing English as a Second Language</td>
</tr>
</tbody>
</table>

and two elective courses

*WRIT 101/151 may be replaced with any 100-level course offered by Victoria University by students who have achieved 14 credits in NCEA Level 3 English, History, Art History, Classics, Geography or Economics or a satisfactory background in written English.

Years two and three
The second year of the BDI in Industrial Design teaches students how to acquire and use the core skills and knowledge of the discipline. Students may choose to complement their core courses with electives in a specific area of focus—currently digital fabrication and manufacture or human aspects of design—or they may choose a more general approach. The third year provides deeper design knowledge with an emphasis on agility, thoughtfulness, resourcefulness and inventiveness to answer more complex design questions.

<table>
<thead>
<tr>
<th>Year two</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>CCDN 271</td>
<td>Design as Inquiry</td>
</tr>
<tr>
<td>INDN 211</td>
<td>Object Based Experiments</td>
</tr>
<tr>
<td>INDN 212</td>
<td>Product Based Experiments</td>
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</tbody>
</table>

and elective courses to the value of 60 points

<table>
<thead>
<tr>
<th>Year three</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>INDN 311</td>
<td>Digital Form</td>
</tr>
<tr>
<td>INDN 312</td>
<td>Brand+Identity</td>
</tr>
<tr>
<td>One of INDN 341 or 321</td>
<td>Mass Production+Digital Manufacturing or Tangible Interactions Design</td>
</tr>
<tr>
<td>One of CCDN 331, 344 or INDN 332</td>
<td>Live Theory, Computer Generated Culture, Future under Negotiation</td>
</tr>
</tbody>
</table>

and elective courses to the value of 40 points

Year-two and year-three electives must include at least 60 points from courses numbered 200–399.

The BDI will be granted with a minor when a personal course of study includes at least 60 points in a cohesive set of courses numbered 200–399 in the relevant subject, of which at least 15 points are at 300 level.

Coursework for INDN 342 Digital Fabrication, by Mark Wilson and Christy Wells.
Nicole Hone

Bachelor of Design Innovation student

Nicole Hone always had a passion for visual arts and graphics so when she was looking at university study, she wanted to expand on her passion and gain creative expertise.

She chose Victoria’s Industrial Design programme, which really got her thinking.

“It challenged me to consider the entire design process from critically thinking about ideas, through to product execution. Critiques from lecturers and tutors were valuable learning experiences to help me grow as a designer.”

The programme exposes students to a wide range of historical, contemporary and future theories and approaches within Industrial Design, and has a strong emphasis on industry collaboration.

“The School gave me the opportunity to work with the latest technologies balanced with more traditional production processes. The Summer Research Scholarship offered an avenue in which I could explore ideas and technologies new to 3D printing.”

Nicole plans to pursue postgraduate study in the Master’s programme.

(top) *EliQuiO*, a bottle for collecting water in the wild for INDN 211 Object Based Experiments, by Nicole Hone.

(bottom) *Pulse*, an interactive lamp for INDN 212, by Nicole Hone.

(opposite) *Biological Camera,* for INDN 204 Advanced Visualisation and 3D Modelling, by Nicole Hone—a concept for a camera. The textural surface on its wings would be light sensors that would help the creature record data about the health of its surrounding environment.
Media Design

Programme overview

The Media Design programme’s primary objective is to develop curious and dedicated students into promising design professionals, exemplary community members and learned scholars.

The programme guides this process by teaching valuable skills and studio approaches that will yield immediate advantages in the media design professions. Particular attention is given to computer and media literacy, virtuosity with digital production methods and promotion of cross-disciplinary collaboration.

Another hallmark of the programme is its ties with local and international industry. The media lab showcases several in-house lectures from design professionals in a range of digital media industries.

Media Design courses are predominantly studio based so that, most of the time, students are brainstorming and concept building, crafting projects and developing new software skills in our state-of-the-art media lab. Course coordinators and tutors monitor and guide this work, which culminates in critique and presentations that mirror professional practice.

Career opportunities

Media Design has a profusion of career opportunities that grows larger each year. To meet the demands for employment, the programme has identified four areas that are prominent both locally and internationally—game design, 3D modelling and animation, video design, and interaction design. These areas also align closely with the expertise of the Media Design lecturers.

All Media Design coursework falls within these four areas that clearly indicate professional pathways with significant potential and growth. New Zealand excels in these fields, and is especially well represented in Wellington.

Possible careers include:

- 3D-modeller/character artist/animator
- art director
- computer graphics developer
- technical director
- user-experience designer
- game designer/programmer
- interaction designer
- media installation designer
- mobile applications designer
- motion graphics designer
- multimedia artist
- visual effects artist
- compositor
- video production specialist.

*Synthesia*, for MDDN 351 Wearable Technology, by Dyalla Swain. The LED lights in these headphones respond to the music, getting brighter or dimmer as the volume changes.
Undergraduate degree

**Bachelor of Design Innovation majoring in Media Design**

**Year one**

The first year of study is shared across all disciplines and introduces students to the fundamentals of design practice and theory in a cross-disciplinary context. At the end of the first year, students will apply for selection into a major for the remainder of their study. Students enrolling in a minor outside the Faculty need to identify and commit to the minor in the first trimester of study.

Select areas of focus define the breadth of this major and can be taken as specialisations:

- 3D Design and Animation
- Creative Coding*
- Game Design
- Interactive Design
- Video Design.

### Year one

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSDN 101</td>
<td>Design Visualisation</td>
</tr>
<tr>
<td>DSDN 111</td>
<td>Ideas and Principles of Design</td>
</tr>
<tr>
<td>DSDN 112</td>
<td>Introduction to Interaction Design</td>
</tr>
<tr>
<td>DSDN 142</td>
<td>Creative Coding I</td>
</tr>
<tr>
<td>DSDN 171</td>
<td>Design in Context</td>
</tr>
<tr>
<td>WRIT 101/151**</td>
<td>Writing English or Writing English as a Second Language</td>
</tr>
</tbody>
</table>

and two or three elective courses, for example:

- DSDN 132 3D Modelling and Animation I
- DSDN 144 Photographics

*Subject to approval.

**WRIT 101/151** may be replaced with any 100-level course offered by Victoria University by students who have achieved 14 credits in NCEA Level 3 English, History, Art History, Classics, Geography or Economics, or a satisfactory background in written English.

### Years two and three

The second year of the BDI in Media Design teaches students how to acquire and use the core skills and knowledge of the major. The Media Design curriculum uses a menu system that allows students to complement their core courses with electives in a specific area of focus, such as interaction design, game design, 3D modelling and animation, video design or computer graphics, or they may choose a more general approach.

The third year provides deeper knowledge within the major with an emphasis on agility, resourcefulness and inventiveness in solving more complex design problems.

#### Year two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCDN 271</td>
<td>Design as Inquiry</td>
</tr>
<tr>
<td>three courses from:</td>
<td></td>
</tr>
<tr>
<td>MDDN 201</td>
<td>Internet Design</td>
</tr>
<tr>
<td>MDDN 211</td>
<td>Digital Video Creation</td>
</tr>
<tr>
<td>MDDN 241</td>
<td>3D Modelling and Animation II</td>
</tr>
<tr>
<td>MDDN 242</td>
<td>Creative Coding II</td>
</tr>
<tr>
<td>MDDN 243</td>
<td>Introduction to Computer Game Design</td>
</tr>
<tr>
<td>MDDN 251</td>
<td>Physical Computing</td>
</tr>
</tbody>
</table>

and elective courses to the value of 40 points

#### Year three

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course from CCDN, DSDN, INDN 300–399</td>
<td></td>
</tr>
<tr>
<td>three courses from:</td>
<td></td>
</tr>
<tr>
<td>MDDN 311</td>
<td>Postproduction and Special Effects</td>
</tr>
<tr>
<td>MDDN 314</td>
<td>Audio-Visual Space</td>
</tr>
<tr>
<td>MDDN 342</td>
<td>Creative Coding III</td>
</tr>
<tr>
<td>MDDN 343</td>
<td>Advanced Computer Game Design</td>
</tr>
<tr>
<td>MDDN 351</td>
<td>Wearable Technology</td>
</tr>
<tr>
<td>MDDN 352</td>
<td>Mobile Media</td>
</tr>
</tbody>
</table>

and elective courses to the value of 40 points including at least 20 points from courses at 200–300 level

The BDI will be granted with a minor when your personal course of study includes at least 60 points in a cohesive set of courses numbered 200–399 in the relevant subject, of which at least 15 points are at 300 level.
Media Design specialisations

There are five specialisations, which are study pathways defined through a particular set of courses.

A student completing a major in Media Design may obtain a specialisation by including the following courses:

<table>
<thead>
<tr>
<th>Specialisation</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>3D Design and Animation</td>
<td>DSDN 132, MDDN 211, 241, 311</td>
</tr>
<tr>
<td>Creative Coding*</td>
<td>MDDN 242, 251, 342, CGRA 151</td>
</tr>
<tr>
<td>Game Design</td>
<td>DSDN 132, MDDN 241, 243, 343</td>
</tr>
<tr>
<td>Interactive Design</td>
<td>MDDN 251, either MDDN 201 or MDDN 242, either MDDN 351 or MDDN 352</td>
</tr>
<tr>
<td>Video Design</td>
<td>DSDN 132, 144, CCDN 244, MDDN 211, 311, 314</td>
</tr>
</tbody>
</table>

*Subject to approval

Tamati Kawha
Master of Design Innovation student

During his studies at Victoria, Tamati Kawha enjoyed pushing the boundaries and found his lecturers’ encouragement helped him develop his skills and find his passion.

“Victoria offered me a lot of projects where the boundaries could be pushed, and more importantly, offered a strong group of coordinators who would always support the direction I wanted to take my project.”

Tamati’s craft is video production, from the original concept, to filming and lighting, right through to animation, sound and post-production editing.

Of Te Whānau-ā-Apanui iwi and originally from Te Kaha, a rural area on the East Cape, Tamati was keen to study in Wellington due to its rich artistic community and the connections with industry at Victoria.

“The Te Aro campus is the perfect location—Cuba Street is always buzzing with performers, it’s not far from Miramar which is overflowing with big productions, and there is always good theatre on.”

Tamati directed a music video funded by NZ On Air this year, and has a project lined up with Māori Television. He is currently a tutor in MDDN 211 Digital Video Production and MDDN 314 Audio-Visual Space and will finish his Master’s next year.
A Bachelor of Design Innovation appealed to Sean as he could cover all his interests—Design, Art History and Film.

Hailing from Stratford, Taranaki, Sean loved his time at Victoria.

“Studying at Victoria went above and beyond my expectations. I had incredible teachers and mentors, made lifelong friends and got to study what I love. Wellington is the place to study—it has a way of drawing you in. There is something so special about it.”

The projects Sean completed during his studies won prizes and awards which gave him industry exposure as a designer. He was awarded the Gibson Group Prize for Innovation and Excellence in Culture+Context, and the Henry Hughes Award for Innovation and Excellence in Design.

Sean also won a student design competition with BMW New Zealand, a Victoria collaboration partner, in a 300-level design course. This required students to redesign BMW headquarters appropriately with their brand. Sean’s winning concept (pictured) was an audio-visual installation that evoked the ultimate driving experience within a showroom. As customers walked in they heard a car ignition, followed by a heartbeat pulse that led them around the car.

“The experience was so valuable because I was given the opportunity to put into practice what I had been studying before entering the workforce.”

To any student who is considering Design, Sean would recommend Victoria University.
These cars need to be invisible. Looks incredibly untidy and unprofessional.

These circles seemed to be the silly circles located in the showroom. This needs to change. Needing more link between outdoors and indoors.

These circles need to be removed. Any use of the space better?

This would make an interesting sculpture. Why not explore this further and use wall space better?

Think of aspects in the BMW cars that could come into the building.

Arkwad box above MINI. Doesn't add anything aesthetically. Remove.

Lights could be placed some where else. Outer edges?

So so noisy! Find a way to block out noise.

The Head Quarters aren't a shop in my opinion. Remove merchandise and separate areas.

These holes need to be resolved. Completely unnecessary, I suggest filling them.
Master of Design Innovation

Programme overview

The School of Design has a vibrant research community of postgraduate students, academic staff and external and industry partners who work closely together on research projects, addressing a wide range of contemporary design challenges. The Master of Design Innovation (MDI) is structured to advance students from the three-year BDI undergraduate qualification through to postgraduate study. A 180-point programme, the MDI offers students an industry-focused, professional qualification with flexible curriculum and directed, supervised design research, culminating in a comprehensive research thesis portfolio.

The MDI is comprised of two primary components: coursework and intensive, collaborative research within one of the strategic groups housed in our Design Research Innovation Laboratory (DRIL). These research groups receive support from government, industry and externally funded grants and they produce a range of commercially viable and broadly beneficial outputs that contribute to the advancement of design research. Multidisciplinary coursework and research is a distinctive characteristic of the MDI and DRIL groups, contributing to strong professional skills, confidence with teamwork and collaboration and a high level of self-management in our graduates.

The MDI study spans three trimesters. In the first trimester, students take the core Research Methods course and an elective, and select an appropriate research group within the DRIL. In the second trimester of study, students enrol in one elective course and the thesis, in affiliation with their DRIL group. In the third trimester and for the remainder of study, students focus on the development and execution of their thesis research project, analysis and documentation.

Current DRIL groups are described in more detail on pages 74–75 and include:

- Data.Mine
- Design and Culture
- Multi-property Additive-manufacturing Design Experiments (MADE)
- Smart Interactions
- Virtual World Lab.

Postgraduate degree

Part one

In Part one, MDI students are introduced to essential design research methods and select an elective most appropriate to their desired research areas from the MDI schedule.

<table>
<thead>
<tr>
<th>Part one</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DSDN 481</td>
<td>Research Methods</td>
</tr>
<tr>
<td>and one elective course at 400 level from the MDI schedule or 30 points of 400-level coursework outside of the MDI schedule with prior approval</td>
<td></td>
</tr>
</tbody>
</table>

Part two

In Part two, students focus on the identification and development of an independent design research project that contributes broadly to their DRIL group. Each student will enrol in a 90-point thesis and nominate a supervisor with specific expertise in the proposed research area. The student will also complete one 400-level, 30-point course complementing their research area.

<table>
<thead>
<tr>
<th>Part two</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>90 points</td>
</tr>
<tr>
<td>and one elective course at 400 level from the MDI schedule or 30 points of 400-level coursework outside of the MDI schedule with prior approval</td>
<td></td>
</tr>
</tbody>
</table>

Burlapagon, a costume situated around the illuminated headpiece that represents a deep sea diver who’s been infected with a mystery disease from the depths—for MDDN 351 Wearable Technology, by William Barber, Rachel Mataira and James Struthers.
DRIL research groups

There are five DRIL research groups:

- Data.Mine
- Design and Culture
- Multi-property Additive-manufacturing Design Experiments (MADE)
- Smart Interactions
- Virtual World Lab.

Data.Mine

The Data.Mine research group focuses on creative and critical exploration of the tools, technologies and applications at the fore of media art and design today, through the lens of data generation, retrieval, analysis and presentation. Students in the Data.Mine research group extract meaning and insight from data by understanding and utilising a diversity of methods and approaches from social and cultural frameworks, analytical techniques and design constraints. The primary aim of the research group is to develop tools for improved collection and presentation of informative, persuasive and critical data representations. The Data.Mine group argues that such data visualisation is necessary if we are to design better solutions and increase awareness and understanding of human systems and processes. With an overriding critical agenda, Data.Mine seeks to produce researchers and designers capable of providing thought leadership in design-led data analysis and creative works.

Design and Culture

Although design is a rapidly evolving discipline that is constantly responding to shifts in cultural, social, political, economic, technological and environmental conditions and pressures, surprisingly, it largely retains and sustains a historical privileging of Western, affluent and masculine perspectives and approaches. The Design and Culture research group challenges this paradigm, facilitating innovative and inclusive approaches to design that embrace a diversity of social, cultural, aesthetic and theoretical perspectives and issues.

Design and Culture prioritises issue-based design research, locating culture as the central point of departure for investigation. Students joining the Design and Culture research group will employ critical and creative design methodologies in the exploration of relationships between culture, society, politics, economics, technology and the environment, as well as ‘intangibles’ that include cultural values, identity and social responsibility. Utilising a diversity of approaches and methodologies—from social design, critical design, cultural studies, ethnography, psychology and more—the research undertaken in Design and Culture contributes to the advancement of contemporary design discourse and practice and prepares students to become effective citizens and leaders in the global design community.

Multi-property Additive-manufacturing Design Experiments (MADE)

The Multi-property Additive-manufacturing Design Experiments (MADE) research group focuses on innovative design-led applications of 3D printing and additive manufacturing materials, technologies and processes. It aspires to establish a globally recognised design research expertise in the currently undersubscribed niche of multi-material printing. The technology is used to prototype and mimic mass-produced products. However, the MADE group argues that there is an opportunity to generate novel applications that realise complex and highly customised multi-material structures, assemblies and products that cannot be made by any other means. Student research projects in the MADE group benefit from the School’s substantial expertise in this area and from that of our industry partners. With world-class technology and in-house 3D printing facilities, MADE students contribute to the School’s growing reputation for leadership in multi-property additive manufacturing and have the opportunity to collaborate with international technology leaders and service providers such as Stratasys and Shapeways.
Smart Interactions

The Smart Interactions research group represents a synergy of existing expertise within the School of Design and Victoria University’s Faculty of Science, combining Media Design, Industrial Design, Software Engineering and Electronics, Computer Systems Engineering and Psychology. Students in this research group pioneer experimental digital solutions through the exploration of innovative sensors in interaction design and engineering, creating new human-centred physical products that are supported by digital systems.

Smart Interactions fosters genuine collaborative research engaging with external partners in community and industry, and producing innovative design solutions for a diversity of stakeholders. Student research projects may culminate in the form of traditional academic publications as well as design artefacts, and may include intellectual property that has commercial potential.

Virtual World Lab

New developments with Virtual Reality technology highlight a vast territory for immersive storytelling, gaming and many other forms of interactive experiences such as simulated education, medical therapy and scientific visualization—the uses and value of a fully immersive virtual environment are a wide open field.

The Virtual World Lab focuses on creative and critical exploration of new methods for storytelling, interaction and immersive experience with the primary aim to produce new forms of design content, utilising the plethora of new display and interactive, immersive technologies and platforms coming onto the market.

Food for Thought, Design for Change, by Annabelle Nichols, is a series of design projects that aim to engage and understand human behaviour and food culture, as a foundation for designing interventions that enable better eating habits in young female adults in New Zealand.
James Irvine
Master of Design Innovation graduate

James was inspired to study Design after seeing his friends making exciting products while he was studying Commerce.

“To be honest, before my friends explained what they were studying, I didn’t even know you could study Industrial Design.”

Now armed with both undergraduate and postgraduate degrees, James is working at a design and interior architecture studio in Auckland. He credits Victoria for not only teaching him about design, but giving him opportunities to develop his skills and confidence.

James completed two Summer Research Scholarships, working with top industrial design industry partners. In his final year he travelled to Milan, to present at a Design conference, DeSForM.

“Presenting in Milan was an amazing opportunity that I couldn’t have achieved without support from Victoria and the School of Design.”

At the conference James presented a design process developed during his Master’s studies (pictured) which extracts data from a golf player’s swing and deciphers where they hit the ball—their sweet spot. With this data James can design a customised club using parametric 3D modelling software to distribute weight around the club head to suit the player’s individual swing. The clubs can then be 3D printed in stainless steel or titanium and are fully functional golf clubs, which improve the player’s game.

Victoria’s commercialisation office, Viclink, which helps researchers transform their discoveries into marketable products or services, awarded James’s work the project with the most commercial potential.
Ryan Achten

Master of Design Innovation student

After completing a Design degree at Otago Polytechnic, Ryan Achten was keen to expand his skillset with postgraduate study.

“Victoria’s MDI programme exposed me to new design research and technical fields, including creative coding and 3D media. The MDI surpassed any ideas I had prior to joining the course.”

Ryan found the involvement with industry during his studies invaluable. He took up two Design Research Assistant contracts with Victoria and a Summer Research Scholarship with the National Library, which culminated in the exhibition The Digital Archive of the Future, exploring the potential of 3D media in archival and library practice.

“Through the industry contacts I made while at Victoria, I was able to secure a position at Te Papa’s new innovation hub, Mahuki, as their Innovation Analyst.”

Moving from Dunedin, Ryan found Wellington a great place to study Design.

“As a creative and innovative hub, Wellington is an amazing place to live. With an abundance of emerging and established forward-thinking companies, there are a number of opportunities available to young designers.”

(above) Screenshot from Vertice software designed by Ryan Achten.

(opposite) Screenshot from Genius Loci, a game made by Rebecca Jervis, Adrian Turjak, Woody Cizaldo, Wei Qiang, Peter Setterfield and Sean McKeever.
An interest in animation drew Rebecca Jervis to enrol in Media Studies.

“I was particularly drawn to this programme of study because of the collaboration with the School of Engineering and Computer Science, which helped develop a really in-depth understanding of animation. The courses I took also exposed me to new areas of design, and I found my passion was web and app design.”

Rebecca found the close connections with industry at Victoria invaluable.

“I presented my final-year game design project to the Game Developers of Wellington Meetup, which is held at the Te Aro campus, and many industry experts attended. It was exciting to be able to share my research with a group of people involved in that industry.

“I also took part in the ‘Summer of Tech’, an incredible initiative offered to all Wellington-based students, helping them find work in the IT sector. Through Summer of Tech I secured a job in app design.”
Te Rōpū Āwhina

Te Rōpū Āwhina (Āwhina) is Victoria University’s on-campus whānau for Māori and Pasifika students enrolled in degrees or courses in the Faculties of Science, Engineering, Architecture and Design (SEAD). We provide an inclusive environment that enables Māori and Pasifika students and staff to contribute as whānau members, and where high expectations, aspirations, achievement and collective success are celebrated. Our kaupapa (goal) is to produce architects, designers, engineers, mathematicians, scientists and technologists to contribute to Māori and Pasifika community development and leadership, engaging with students, academics, whānau and communities to achieve success.

Āwhina offers a culturally relevant learning environment for our students. There are whānau rooms on campus that offer computer facilities, study areas, free tea and coffee and a small kitchenette to prepare food, ensuring students feel warm and welcome. The whānau rooms are spaces to meet up with peers or tuākana (older students) who are also studying in SEAD courses. When students sign up to Āwhina they will receive 24-hour access to the whānau rooms and be paired up with mentors who will provide academic mentoring for any SEAD course. To succeed in our kaupapa, Āwhina students will be introduced to staff and tuākana who provide holistic and academic support and introduce students to all support services on campus.

Whāia te iti kahurangi ki te tūohu koe me he maunga teitei.

Seek the treasure you value most dearly: if you bow your head, let it be to a lofty mountain.

Te Rōpū Āwhina
Room VS 129, Vivian Street, Te Aro Campus
Phone   04-463 6172
Email    teropuawhina@vuw.ac.nz
Website  www.victoria.ac.nz/awhina

Āwhina members Shairae Taepa and Kapeteni Polutea.
Jeff credits Victoria for much more than learning about Architecture.

“At Victoria you learn skills that make you view the world in a completely different way, you end up noticing things and questioning them, and pushing the boundaries of what is possible.

“The skills that I have gained have expanded my repertoire beyond the scope of the architecture profession. I feel that once I have completed my Master’s, the world is (quite literally) my oyster.”

Jeff has relished the opportunities available to him through the School of Architecture with the support of Te Rōpū Āwhina.

“With the help of Te Rōpū Āwhina, a Summer Research Scholarship and supervisor Natasha Perkins, I was able to pursue research into implementing Māori values into an acoustic free-form structure. I then travelled to Japan to exhibit in the Tokyo Designer’s Week 2013. This project was recently published in the International Journal of Interior Architecture + Spatial Design.”

Being Māori in the Wellington CBD, Jeff quickly discovered his new Wellington whānau.

“For me, this support system was vital in terms of being successful in both my academic and personal life.”

Once Jeff graduates and gains his registration as an architect he plans to spend some time in the UK, using the skills gained during his degree at Victoria.

Jessica has always liked making things.

“From when I was eight years old and creating my first designs to now, the way in which things are made and work has interested me.”

Jessica is majoring in Industrial Design, a creative discipline that aims to connect human culture with technology in innovative ways. It develops original, useful and meaningful products or product systems that enrich our daily lives.

“The moment I saw some of the Industrial Design projects and the workshop, I was hooked. I’m currently working on a speaker that is also a centre piece and will eventually be 3D printed.”

Jessica moved to Wellington from Christchurch and enjoys the capital city.

“Wellington is a great place to study and live. There is always something going on and it is easy to get around. As a Design student there are many galleries, and architecture and nature close by to get inspired.”

Jessica found the mentoring offered by Āwhina in her early years of study great, and is now a mentor herself.
**STUDiO**

STUDiO is the student representative group for students in all courses of study at the Faculty of Architecture and Design.

STUDiO officers are responsible for everything from social and sporting events to student representation on faculty boards.

Along with class reps, STUDiO reps are able to assist their fellow students with course-related issues. STUDiO holds regular social events throughout the year.

STUDiO is always looking for people to get involved and help run things—keep an eye out for STUDiO noticeboards near the main staircase of the Te Aro campus and the STUDiO website for information about events and meetings.

STUDiO
Faculty of Architecture and Design Atrium, 139 Vivian Street, Te Aro Campus
Email studio.vuwsa@gmail.com
Website vuwsa.org.nz/representation/representative-groups

**Architecture and Design Library**

The newly refurbished Architecture and Design Library supports the research and teaching activities of all subjects within the Schools of Architecture and Design.

It offers a range of reference and research support, borrowing and teaching services. The Library provides access to books, journals, plans and resources in other formats, including DVDs and an increasing range of online electronic resources.

Users can request books from the other three University libraries. Material from other libraries in New Zealand and overseas can be accessed through interloan services.

Photocopying and scanning facilities can be found in the Library, as well as two group study rooms which can be booked.

Computers with internet access and word processing are also available for student use. Reference services and classes to increase research skills are offered to assist the development of all users.

Architecture and Design Library
139 Vivian Street, Te Aro Campus
Phone 04-463 6241
Email library-architecture@vuw.ac.nz
Website www.victoria.ac.nz/library
Catalogue http://victoria.lconz.ac.nz/
Technical Resources

The Faculty has a team of 16 technicians and a technical services manager, supporting the specialist Architecture and Design technical infrastructure and services for students' and staff teaching and research.

Computing services

The Faculty computing environment consists of approximately 900 student computers and 100 staff computers spread around nine studios, numerous staff offices and five computer labs to support the particular needs of Architecture and Design students and staff. This also includes a dedicated Mac computer lab for students studying in the Media Design programme.

Audiovisual and photographic facilities

Audiovisual and photographic facilities include lecture theatres, seminar rooms, portable AV teaching equipment, mobile LCD displays, SmartBoard equipment and loan AV equipment for students. The Faculty also has a video conference room and a photography studio open to all students.

Workshop facilities

The workshop facilities include not only the traditional woodworking and metal machinery areas, paint booth and modelling equipment, but also three ULS laser cutters, four small 3D Modella routers, a full bed (2.4m x 1.2m) Techno CNC router, a CONNEX 3D Rapid prototype machine, a HAAS CNC lathe and numerous small studio-based 3D printers.

Technical resource centre

This service for students provides for their specialist architecture and design needs. Students can order wide-format printing and have prototyping carried out on site. Students can also rent digital AV equipment and building science test equipment and purchase specialist modelling and art supplies at cost.

Specialist labs

Specialist labs include an Architecture School lighting lab, a Design School ergonomics lab and cyclorama studio and a photographic studio. These are available to specified Architecture and Design courses only.

Mark Shaw
Manager, Technical Services
Phone 04-463 6251
Email mark.shaw@vuw.ac.nz
Leadership development

Two leadership development programmes have been established for students who are interested in global leadership or in making a more local contribution.

The Victoria Plus Programme is the University’s prestigious service and leadership development programme. It is for students who want to get involved and make a significant contribution to volunteering and student support work within Victoria and the Wellington community. You undertake the programme alongside your degree and successful completion is acknowledged on your academic transcript.

Victoria Plus is a free programme open to all current students. You can tailor the programme to suit your schedule, studies and interests and be involved from your first year. There are two levels of achievement—Certificate and Award. Both levels comprise three components: engagement in activities, attending professional and personal development workshops and reflecting on your learning using the CareerHub ePortfolio.

By participating in the programme you have the opportunity to:

- develop a range of skills and graduate attributes to enhance your CV and employability
- build an understanding of social responsibility and leadership
- gain valuable experience and broaden your thinking and learning
- network, meet people and connect with your community.

www.victoria.ac.nz/victoria-plus

The Victoria International Leadership Programme (VILP) is an award-winning, free and self-paced extracurricular programme for students wishing to enhance their global awareness and get involved in internationally related events and activities.

The VILP deepens knowledge of international issues, develops leadership potential and fosters cross-cultural engagement. It provides chances to network with the academic, diplomatic and broader international community, as well as opening up opportunities for multicultural and international experiences.

Upon completion it is acknowledged on your academic transcript.

By participating in this programme you will:

- gain an awareness of international issues and reflect on these through a seminar series
- attend networking speaker events where distinguished international speakers inform and inspire
- design your own selection of experiential activities, all with an international or cross-cultural element; studying and volunteering abroad, internships with embassies and international organisations, cross-cultural buddy programmes, professional and personal development opportunities both in Wellington and overseas are just some examples.

www.victoria.ac.nz/vilp
Victoria Abroad

Victoria Abroad is a student exchange programme offering you the opportunity to broaden your horizons while studying towards your Victoria University degree.

Why wait until after you’ve finished your degree to travel? With Victoria Abroad, you can complete a trimester or a year of your degree overseas, while paying your normal tuition fees. We’ll even help you finance your trip with a grant of up to $1,000.

Victoria Abroad is geared toward undergraduate study and is open to most degrees. There are also postgraduate and MBA opportunities at some of our partner institutions. Both domestic and international students are eligible to study on exchange.

Go on an exchange to:

- experience new cultures and perspectives
- earn degree credit overseas
- learn a new language
- enhance your degree and CV
- experience an international education
- see the world.

Eligibility

To apply for Victoria Abroad you must:

- have studied for a complete year, or 120 points, at Victoria University before starting your exchange
- have a minimum ‘B’ average across your academic history at Victoria
- demonstrate qualities that show you will be a good ambassador for Victoria and New Zealand while abroad.

Funding

When you go on Victoria Abroad you will be enrolled as a Victoria University student and pay tuition fees here, not at the host university. You will be responsible for your travel, accommodation, materials/books and personal expenses during your exchange. These costs vary between universities.

Most students fund their travel and living costs through a combination of scholarships, StudyLink and personal savings. Students eligible for StudyLink Loans and Allowances can receive these while on exchange. We help by offering a grant of up to $1,000. If you are a member of the Victoria International Leadership Programme (VILP) you may be eligible for an additional boost to your Victoria Abroad grant (see page 84 for VILP).

Application deadlines

For application deadlines, go to our website.

Victoria Abroad Office
Victoria International, Level 2, Easterfield Building, Kelburn Campus
Email victoriaabroad@vuw.ac.nz
Website www.victoria.ac.nz/exchange
Who to contact

Faculty Student and Academic Services Office
Visit the office for help with anything from enrolment to graduation. Get help with choosing your degree, planning your courses or changing your degree programme. This office should be your first point of contact for any enquiries you have about your studies.

139 Vivian Street, Te Aro Campus
Phone 04-463 6200
Fax 04-463 6204
Email architecture@vuw.ac.nz or design@vuw.ac.nz
Website www.victoria.ac.nz/fad

Accommodation Service
Advice on our halls of residence, renting and other accommodation options.

www.victoria.ac.nz/accommodation

Campus Safety
24/7 campus security.

Phone 0800 VIC 8888 (if calling from outside the University)
8888 (if calling from within the University, using a University land-line telephone)

Careers and Employment
Find out what you need to know to get a job, what career options are open to you and what your ideal future might look like.

www.victoria.ac.nz/careers

CareerHub
Access to part-time jobs, graduate jobs, contract work, tutoring positions, internships, work experience/volunteer opportunities, an ePortfolio and a CV-building tool. Use your student computing account to log in.

www.victoria.ac.nz/careerhub

Disability Services
If you have a temporary or ongoing impairment, you can access coaching and advice, liaison with academic staff, adaptive equipment, technology and training, sign language interpreting, note-taking assistance, mobility parking, ergonomic furniture and access to rest and study rooms.

www.victoria.ac.nz/disability

Early Childhood Service
Victoria Kids has been providing excellent early childhood education for families for more than 30 years and offers a range of booking options to suit your needs.

victoriakids.co.nz

Enrolment Office
If you are a prospective student, you can get information, advice and support with enrolment.

www.victoria.ac.nz/apply

If you are a current student, you can get information on how to re-enrol.

www.victoria.ac.nz/re-enrol

Finance
Get information and advice related to fees, payments, student levies and StudyLink.

www.victoria.ac.nz/fees

Student finance advisers will give you information on all money matters, including StudyLink entitlements. The advisers also manage the Hardship Fund.

www.victoria.ac.nz/financial-advice
Health and wellbeing

Get access to a full range of low-cost general practice medical and nursing services.

[www.victoria.ac.nz/student-health](http://www.victoria.ac.nz/student-health)

Professional, confidential counselling available at all campuses for any issue that is impacting on your personal or academic success.

[www.victoria.ac.nz/counselling](http://www.victoria.ac.nz/counselling)

The physiotherapy clinics at the Kelburn and Pipitea campuses are run by Willis Street Physiotherapy. Our physiotherapists specialise in treating all kinds of pain, discomfort and injury. No GP referral is necessary and same day/next day appointments are usually available. Freephone 0800 842 749.

Information Technology Services

ITS supports the use of technology for learning, research and administration across all campuses. ITS also provides access to student-focused applications, shared computer suites, personal laptop clinics and Office 365, the student email and collaboration service.

[www.victoria.ac.nz/its](http://www.victoria.ac.nz/its)

Language Learning Centre

Self-study facilities, resources and friendly advice on independent language learning.

[www.victoria.ac.nz/llc](http://www.victoria.ac.nz/llc)
Libraries
The Library can support you with all your study and research needs and provides access to quality information resources, collaborative learning spaces and friendly and supportive staff.

www.victoria.ac.nz/library

Marae
Te Herenga Waka, the University marae on our Kelburn campus, is a gathering place as well as a teaching facility. Resources, support and activities include Te Whanake Mauri Tū Computer Suite, lunches in the wharekai (Tuesday to Thursday) and whānau housing.

Student interest and disputes resolution adviser
If you need support or guidance on any matter involving safety, conflict or misconduct, make contact to discuss what assistance is available to deal with the problem.

www.victoria.ac.nz/disputes-advice

Student Learning—Te Taiako
Academic skill support for all levels of study—resources, workshops, one-to-one help and more.

www.victoria.ac.nz/student-learning

Student Recruitment and Orientation
If you are a prospective or new student, get course advice and your admission questions answered.

www.victoria.ac.nz/study

Te Rōpū Āwhina
On-campus whānau for Science, Engineering, Architecture and Design students to work collectively to share their knowledge, contribute to equitable outcomes and build strong communities and leaders.

www.victoria.ac.nz/awhina

Victoria Abroad
Study overseas as part of your degree at one of Victoria’s 100 partner universities around the world.

www.victoria.ac.nz/exchange

Victoria Clubs
More than 140 clubs at Victoria provide an extracurricular community for students to get involved.

www.victoria.ac.nz/clubs

Victoria International
Victoria International is responsible for international student marketing and recruitment, admissions and student support. For international students enrolled at Victoria, our student advisers can help with personal issues, academic support, cultural adjustment, connecting with other students, referral to and guidance from university services, specialised scholarship support, student visa renewal, insurance claims and advocacy.

www.victoria.ac.nz/international-student-support

Victoria Recreation
Get access to recreation, fitness and sports, to stay healthy and happy during your studies.

www.victoria.ac.nz/recreation

Victoria University of Wellington Students’ Association
Victoria University of Wellington Students’ Association (VUWSA) is a students’ association. We provide advice, advocacy, events and support for all students.

www.vuwsa.org.nz
KNOW WHAT YOU STAND FOR.
KNOW WHERE YOUR PASSIONS LIE.
KNOW YOUR NEXT MOVE.

KNOW YOUR MIND