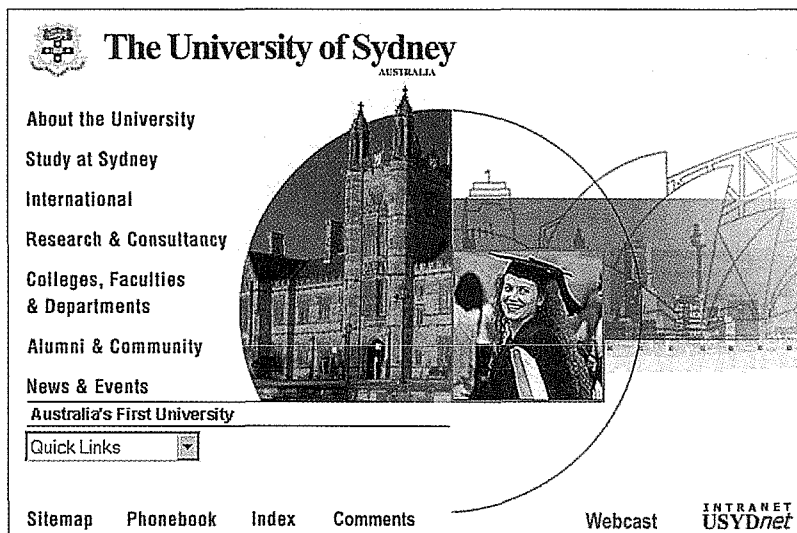




The University of Sydney

# Faculty of Architecture Undergraduate Handbook 2000



The University's homepage tells you all about courses at Sydney, some careers they can lead to, and what university life is like. The interactive website, with video and sound clips, has links to the University's faculties and departments.

You can explore the University of Sydney on the web at [www.usyd.edu.au](http://www.usyd.edu.au).

Communications should be addressed to:

The University of Sydney, NSW 2006.  
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Faculty of Architecture phone: (02) 9351 3248  
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#### University semester and vacation dates 2000

Academic year information (*Academic Board policy and dates 1998-2002*) is available at:  
[http://www.usyd.edu.au/su/planning/policy/acad/3\\_0aca.html](http://www.usyd.edu.au/su/planning/policy/acad/3_0aca.html)

	Day	Date (2000)
First Semester lectures begin	Monday	28 February
Easter recess		
Last day of lectures	Thursday	20 April
Lectures resume	Monday	1 May
Study vacation: 1 week beginning	Monday	5 June
Examinations commence	Monday	12 June
First Semester ends	Saturday	24 June
Second Semester lectures begin	Monday	10 July
Mid-semester recess		
Last day of lectures	Friday	8 September
Lectures resume	Monday	9 October
Study vacation: 1 week beginning	Monday	6 November
Examinations commence	Monday	13 November
Second Semester ends	Saturday	2 December

#### Last dates for withdrawal or discontinuation 2000

	Day	Date
<i>Semester 1 units of study</i>		
Last day to add a unit	Friday	10 March
Last day for withdrawal	Friday	31 March
Last day to discontinue *	Friday	2 June
<i>Semester 2 units of study</i>		
Last day to add a unit	Friday	28 July
Last day for withdrawal	Thursday	31 August
Last day to discontinue*	Friday	3 November
<i>Full Year units of study</i>		
Last day for withdrawal	Friday	31 March
Last day to discontinue*	Friday	3 November

\* Students may discontinue with permission on the grounds of serious ill health or misadventure (see Chapter 6).

The University of Sydney Faculty of Architecture Handbook 2000  
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ISSN 1034-2583

The information in this handbook is subject to approval and/or change by the appropriate faculty or the University. Students should always check the accuracy of the information with faculty staff.

Produced by the Publications Office, The University of Sydney.  
Design, layout and database publishing by Neologica Print & Promotions, Surry Hills NSW, [neologica@email.com](mailto:neologica@email.com)

Printed by PUT Print Solutions

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# Message from the Dean

Welcome to the Faculty of Architecture at the University of Sydney. This is a broad, multidisciplinary faculty comprised not only of leading architects, urban designers, urban planners, and other design professionals, but also practising artists, environmental scientists, technologists, and computer scientists. All are focussed on giving you the very best education in your chosen profession and the ability to handle the myriad of issues confronting our built environment.

As the first Faculty of Architecture in Australasia, Sydney offers you a unique blend of compassion for history with a forward vision for the 21st century. With a long and distinguished history of being one of the premier design schools in Australia and neighbouring Asia, you will receive a top-notch design education here from distinguished staff and many of the most exciting young architects working in the profession.

In this Faculty, you can also study to become a professional urban designer or urban or regional planner. Graduates of these programs have become leaders in the urban design and urban planning communities throughout Australia and parts of South-east Asia.

You can also study a variety of related environmental design subjects from architectural history and theory or audio design to building services, design computing, digital media, energy conservation, housing, and urban studies. You can pursue any of these topics, and more, within the context of a comprehensive, integrated professionally recognised Bachelor's degree.

In addition to the Faculty's design studios and workshops, the Art Workshop and Tin Sheds Gallery provide you with the opportunity to work in a range of media under the direction of professional artists.

The Faculty also has the largest architectural library and the most advanced centre for design computing in the Australasian region.

Graduates of our Faculty are leaders throughout Australia in architectural design, architectural science, design computing, and urban design and planning. Sydney University architecture alumni number well into the thousands, and hold senior professional and academic posts in Australia and around the world. Wherever they are, Sydney graduates are widely recognised, highly sought after, and making an impact.

Please come into the Faculty to meet us and see how you can be part of an exciting design future with a University of Sydney degree.



A handwritten signature in black ink, which appears to read "Gary T. Moore". The signature is fluid and cursive, with a long horizontal line extending to the right.

Professor Gary T. Moore, Dean.

# Guide to the Faculty

## A brief history

The Faculty of Architecture, the first in Australia, was established in 1919 to conduct an undergraduate professional Bachelor of Architecture program. In 1948 the Department of Town and Country Planning was founded within the Faculty and in 1989 was renamed the Department of Urban and Regional Planning. In 1954 a Chair of Architectural Science was created around which the Department of Architectural Science developed. In 1989 the department was renamed the Department of Architectural and Design Science. The Art Workshop became part of the Faculty in 1990 having previously been a central academic service unit which developed from resources provided by the Faculty in the 1960s. Starting in 1998, in order to streamline and improve course offerings, the Faculty is comprised of two major departments: the Department of Architecture, Planning and Allied Arts and the Department of Architectural and Design Science. In 1999 two Schools were created to administer the Graduate and Undergraduate programs.

There are currently 912 students enrolled in the following 20 degrees, diplomas, and certificates that may be awarded in the Faculty:

Bachelor of Science (Architecture), BSc(Arch)  
 Bachelor of Architecture, BArch  
 Graduate Certificate in Design Science, GradCertDesSc  
 Graduate Certificate in Heritage Conservation,  
 GradCertHeritCons  
 Graduate Certificate in Housing Studies, GradCertHS  
 Graduate Certificate in Urban Design, GradCertUrbDes  
 Graduate Certificate in Urban and Regional Planning,  
 GradCertURP  
 Graduate Diploma in Design Science, GradDipDesSc  
 Graduate Diploma in Heritage Conservation,  
 GradDipHeritCons  
 Graduate Diploma in Housing Studies, GradDipHS  
 Graduate Diploma in Urban Design, GradDipUrbDes  
 Graduate Diploma in Urban and Regional Planning,  
 GradDipURP  
 Master of Design Science, MDesSc  
 Master of Heritage Conservation, MHeritCons  
 Master of Housing Studies, MHS  
 Master of Urban Design, MUrbDes  
 Master of Urban and Regional Planning, MURP  
 Master of Philosophy (Architecture), MPhil(Arch)  
 Doctor of Philosophy, PhD  
 Doctor of Science (Architecture), DSc(Arch)

Since 1984 the Faculty has been housed under one roof in the purpose-designed Wilkinson Building, named for Leslie Wilkinson, the first Professor of Architecture in Australia. The building contains the most comprehensive architecture and planning library, the Denis Winston Architecture Library, and the largest and most advanced centre for design computing in Australia. The Faculty also has three research centres and a continuing education unit.

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*Head, School of Graduate Studies*

Professor John Gero

*Head, School of Undergraduate Studies*

Ms Kristine Sodersten

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Professor Mary Lou Maher (Research)

Dr Peter Phibbs (Development)

Associate Professor Terry Purcell (Teaching and Learning)

Ms Kristine Sodersten (Undergraduate Studies)

*BSc(Arch) Program Coordinator*

Ms Kristine Sodersten

*BArch Program Coordinator*

Associate Professor Anna Rubbo

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TBA

*Building Services*

Associate Professor Warren Julian (Acting)

*Design Computing*

Professor Mary Lou Maher

*Digital Media*

Dr Scott Chase (Acting)

*Energy Conservation*

Mr Bruce Forwood

*Facilities Management*

Ms Hilaire Graham

*Heritage Conservation*

Dr Richard Lamb

*Housing Studies*

Mr Col James

*Illumination Design*

Associate Professor Warren Julian

*Urban Design*

Visiting Professor Peter Droege

*Urban and Regional Planning*

Associate Professor John Lea

*Faculty Manager*

Raymond Patman

*Dean's Office*

Kerry Song (Resources and Finance Officer)

Jacqui Hunt (Assistant to the Dean)

*Student Services Centre*

Jane Clark (Manager)

Greg Barker

Vivienne Schell

*Architectural and Technical Services Centre*

Phil Granger (Manager)

Rick Moss

Ken Stewart

*Marketing and Development Centre*

Michaela James (Manager)

Lesley Vanderkwast (Admissions Adviser)

TBA

*Audio Visual Centre*

TBA (Manager)

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Professor Mary Lou Maher

# Introduction to undergraduate degrees

The full, professional qualification in Architecture is a two-step program requiring the completion of two degrees over a period of 5 years. The first step is the completion of the Bachelor of Science (Architecture) (BSc(Arch)) which requires a minimum of 144 credit points and is an exit qualification in its own right.

Students proceeding to the next step of the professional program, the Bachelor of Architecture (BArch), will complete towards the BSc(Arch) 109 credit points of mandatory units of study, 23 credit points of prerequisite units for the BArch and 12 credit points of elective units of study.

Elective streams in design computing and urban design and planning enable students to choose an alternative professional path leading to the combined degrees of BSc(Arch)/MDesSc(Comp), BSc(Arch)/MUrbDes or BSc(Arch)/MURP.

## Bachelor of Science (Architecture)

The degree structure is shown below. Credit points for each unit are shown in parentheses.

### First Year

DESC 1001 People and the Environment (4)  
 ARCH 1001 Climate, Landscape and the Built Environment A (4)  
 DESC 1002 Climate, Landscape and the Built Environment B (3)  
 ARCH 1002 Materials and Form in Building (3)  
 DESC 1004 Building Principles (4)  
 ARCH 1003 History of the Built Environment A (4)  
 ARCH 1004 History of the Built Environment B (4)  
 DESC 1003 Mathematics and Science in Design (3)  
 ARCH 1005 Design Communications A (4)  
 ARCH 1006 Design Communications B (4)  
 ARCH 1007 Design A (6)  
 ARCH 1008 Design B (6)  
 Credit point total: 48

### Second Year

ARCH 2001 Habitat and Society A (3)  
 ARCH 2002 Habitat and Society B (3)  
 ARCH 2003 Landscape Design (3)  
 ARCH 2004 Construction A (4)  
 DESC 2002 Structure and Form (3)  
 DESC 2001 Environmental Science and Technology A (4)  
 ARCH 2009 Design Communications C (3)  
 ARCH 2005 Design Communications D (3)  
 ARCH 2006 Design C (8)  
 ARCH 2007 Design D (8)  
 Credit point total: 42 (plus 6 elective credit points)

### Third Year

ARCH 3006 History of the Australian Built Environment (4)  
 ARCH 3001 The Design Professions (4)  
 ARCH 3002 Design, Theory and Method (3)  
 ARCH 3004 Design E (8)

### Additional mandatory units required for entry to the BArch

DESC 3001 Environmental Science and Technology B (4)  
 ARCH 3003 Construction B (5)  
 DESC 3002 Structural Systems Design (3)  
 ARCH 3005 Design F (8)  
 ARCH 3007 Design Support F (3)  
 Credit point total: 42 (plus 6 elective credit points)

The BSc(Arch) program also requires a further 12 credit points of elective units taken over second and third year from a broad range of offerings in the following discipline areas:

Design

History and Theory of Design

Materials, Structure and Construction

Social Context of Design and the Built Environment

Environmental Science and Technology

Design Communications

Design Computing

Urban Design and Planning, and/or

Art.

Students may decide to undertake a 4th year, of research study, for the Bachelor of Science (Architecture)(Honours).

## Bachelor of Architecture

Entry to the BArch requires a minimum weighted average mark (WAM) of 50 in the BSc(Arch) plus completion of the Architectural Experience requirement. (For details of the AER see the Faculty resolutions *Admission to the BArch Degree*, section 13.) The AER may be completed during the three years of the BSc(Arch), or during a period of non-enrolment between the degrees. Students may enter the BArch in either March or July semester.

The following mandatory units of study are completed over four semesters (credit points for each unit are shown in parentheses):

ARCH 2106 Open Architectural Design Studio 1 (8)  
 ARCH 2107\* Integrated Architectural Design Studio 1 (8)  
 DESC 2102\* Architectural Structures and Materials (5)  
 ARCH 2103\* Advanced Construction (5)  
 ARCH 2105 Contract Documentation (5)  
 ARCH 3104 Open Architectural Design Studio 2 (8)  
 DESC 2101 Building Services Systems (3)  
 ARCH 31051 Integrated Architectural Design Studio 2 (8)  
 ARCH 3102† Applications of Technology in Architectural Design (6)  
 ARCH 2102 Theory of Architecture (3)  
 ARCH 2104 Architecture in the Twentieth Century (5)  
 ARCH 3106 Practice Management (3)  
 ARCH 3107 Professional Practice (3)  
 Credit point total: 70

The BArch also requires a further 26 credit points of elective units taken from a broad range of offerings in the following discipline areas:

Architectural Design

History and Theory of Architecture

Building Technology and Economics

Building Services and Environmental Controls

Architectural Structures and Materials

Management

Design Computing

Social Context of Design and the Built Environment

Conservation

Advanced Study

Art, and/or

Urban Design and Planning.

For further information regarding regulations and resolutions see Chapter 6, Regulations.

\*These units must be taken concurrently.

†These units must be taken concurrently.





# Units of study for BSc(Arch) students

## Design

Design involves the interaction of analytic and creative processes and includes the collection of data and the establishment of criteria in response to: human needs (physical and aesthetic); environment (context and site); physical sciences and technology.

Design units emphasise the development of an awareness and understanding of people's needs and behaviour as they relate to the design of the built environment. The programs are structured around the design of appropriate environments for diverse individuals and groups. Design courses provide an understanding of the activity of design and skills and confidence in the process of design.

Structure of units: Design units occur in a studio setting and the primary medium of instruction is the design project. The design studio promotes 'learning by doing' and offers experience in group and individual work in a wide range of creative design activities. Coursework in other subject areas provides the intellectual framework for design activity and/or knowledge that can be directly applied to design. Students are expected to integrate relevant coursework in their design projects. Design Support F provides for specific inputs to a design project which will enable students to better apply other course material to design.

Assessment is continuous with grades being given for each project and averaged at the end of the semester. In the case of failure, students must repeat the failed semester. They may proceed with the design course sequence providing adequate performance is demonstrated in other subject areas. It should be noted that the time allocated on the timetable for Design includes an allowance for 'non-credit' studio time in addition to the normal one hour of contact time per unit per week.

## Mandatory units

### ARCH 1007 Design A

6 credit points  
Ms Sodersten

**Offered:** February. **Classes:** Studio and lectures. **Assessment:** Design exercises and portfolio.

#### Objectives

- to develop an attitude of creative and reflective inquiry into the nature of design and designing;
- to introduce students to the disciplines of architecture, landscape architecture, urban design and interior design;
- to introduce and explore concepts central to designing, including 'purpose', 'place', 'expression' in the built form, and the use of precedent;
- to introduce the integration of the knowledge and skills gained in the course into the activity of designing in the built environment; and
- to develop skills that allow exploration of the basic concepts and activity of designing, emphasising the design process.

#### Outcomes

- At the successful completion of the unit the student will have:
- explored the basic concepts central to designing, including 'purpose', 'place', 'expression' in the built form, and the use of precedent, through examples of the design disciplines dealing with the built environment;
  - addressed the implications of integrating the knowledge and skills gained in the unit of study into the activity of designing in the built environment;

- examined, through reflection and creative inquiry, their own understanding of what they have learned about the basic concepts central to designing, and about the ways they went about designing; and
- demonstrated skills sufficient to allow the activity of designing, to explore concepts in design exercises, and to communicate these appropriately.

The unit outcomes are achieved through the completion of weekly reviewed exercises exploring the central concepts of designing through the various design disciplines, and a reflective exercise reviewing these 'explorations' at the end of the unit. Assessment is through a portfolio of these weekly exercises and the final review exercise, submitted at an interview at the completion of the unit, which is examined using the unit outcomes as the basis of the assessment criteria.

Design A consists of weekly studio-based exercises of increasing complexity, and supportive lectures, through which the basic concepts central to designing and the various design disciplines relating to the built environment are introduced, in a range of settings, scales and user numbers. Site visits are included in more complex exercises. The studio exercises integrate aspects of the knowledge and skills of all the first year subject areas at an introductory level, particularly communication skills.

**Practical:** Design studio classes and site visits.

### ARCH 1008 Design B

6 credit points  
Ms Sodersten

**Offered:** July. **Classes:** Studio and lectures. **Assessment:** Design projects and portfolio.

#### Objectives

- to further the development of creative and reflective inquiry into the nature of design and designing;
- to introduce and develop the notions of the 'design concept', 'design idea' and 'design intention' in the activity of designing;
- to develop and extend the understanding and use of the concepts central to design and designing, particularly 'purpose', 'place', 'expression', and the use of precedent, introduced in Design A; and
- to develop the ability to apply the knowledge and skills gained in the subject areas of the first year program in the activity of designing in the built environment.

#### Outcomes

At the successful completion of the unit the student will have:

- explored the generation and use of the 'design concept', 'design idea' and 'design intention' in the activity of designing;
- extended the concepts central to designing including 'purpose', 'place' and 'expression' to include social, environmental and constructional aspects developed as knowledge and skills in the subject areas of the first year program, and to use these as factors in making judgements about building design;
- developed and explored the design process sufficient to design a small building; and
- demonstrated appropriate communication skills to develop and convey the design process and proposal for a small project.

The unit outcomes are achieved through the completion of small design projects for which a clear design concept, idea or intention is developed, and which follows the stages of a design process based on the concepts central to designing, and incorporates in increasing complexity the aspects developed as knowledge and skills in the subject areas of the first year program. A final reflective and evaluative exercise reviews the student's understanding of their knowledge and skills as demonstrated in the projects.

Assessment is through the weekly development of the projects and their final presentation, and through reviewing a portfolio of the coursework, which is examined using the unit outcomes as the basis for assessment criteria.

The unit develops and extends the central concepts 'place', 'purpose', 'expression' and the use of precedent in designing, through lectures and weekly studio exercises on particular design projects and site visits. Emphasis is given to the way a design concept is generated and expressed in a proposal, and to the way knowledge and skills from the subject areas of the first year

program are incorporated. The unit is closely related to Design Communications B.

**Practical:** Design studio classes and site visits.

#### ARCH 2006 **Design C**

8 credit points

Dr Lamb

**Prerequisite:** Design A and B. **Offered:** February. **Classes:** Studio and lectures. **Assessment:** Part 1: 50% (section A 40%, section B 60%); Part 2: 50%. Each project submission will be assessed in relation to the objectives of the unit and the specific aims of the project.

##### **Part 1: Landscape and Building Design**

###### *Objectives*

Part 1 aims to introduce issues and principles involved in siting buildings in a landscape setting, including environmental and socially responsible strategies; to design landscape and a building in response to these issues and principles; and to relate design work to knowledge provided in other units of study.

###### *Outcomes*

It is expected that students will have a sound knowledge of:

- topography of the site through physical and cultural analysis;
- ecologically and culturally sustainable strategies with respect to landscape design, including surface water treatment and building orientation;
- factors affecting the siting of buildings;
- the interpretation of client needs in building and landscape design;
- building fabric and construction in timber and masonry; and
- can demonstrate a capacity to prepare a master plan, identify a suitable project site, and design a building in a landscape which reflects this knowledge.

Assessment is based upon the degree to which the outcomes are achieved relative to a standard of comprehension and display of knowledge equivalent to a sub-professional capacity to gain useful employment in an architect's office. There are both qualitative and quantitative measures made by visiting practitioners and inherited standards imposed by experienced staff. Part 1 is organised in two sections:

(a) investigation of site and preparation of a brief and master plan; and (b) the design of a building and associated landscape on the site studied.

The building type is a modest public building. Where practical, a real project is chosen so students can have contact with a client group and develop a proposal responding to the special needs of that client. Material from the units of study: Climate, Landscape and the Built Environment, Landscape Design, and Elementary Structural Design and Construction inform the design. The project is integrated with Design Communications C.

##### **Part 2: Elective Design**

###### *Objectives*

Through projects offered by Faculty staff and visiting design practitioners, Design C: Part 2 introduces students to diverse design approaches and ideas with the aims of:

- providing students with the opportunity to work on a project of their choice with an emphasis on one or more of the following design disciplines: architecture, conservation, urban design, landscape design, interior or component design;
- exploring a range of design methodologies through association with a range of experienced designers over two years;
- enriching students' educational experience through integrating second and third year design studios and by encouraging exploration and experimentation; and
- providing students with the opportunity to work in various ways and in diverse settings; for example, traditional studios, intensive design programs at the University, or off campus.

###### *Outcomes*

It is expected that through these practitioner-initiated projects students will:

- gain knowledge of varying approaches to design and practice;
- further their knowledge of design principles;
- develop their own philosophies and techniques; and

- benefit from the experience of working with students from another year, and from a range of practitioners.

In this unit, study programs will vary markedly each exhibiting particular objectives of the project. The studio may have a primary emphasis on one or more of the following:

- a particular client and the involvement of that client;
- a particular site and responses to siting characteristics;
- theoretical considerations in exploration of architectural form and composition;
- the relationship of architecture to art, landscape architecture, urban design and planning;
- questions of social justice, ethics and architecture;
- heritage and conservation;
- ecologically sustainable design; and
- appropriate technologies.

**Practical:** Design studio classes and site visits.

#### ARCH 2007 **Design D**

8 credit points

Dr Hill

**Prerequisite:** Design A and B. **Offered:** July. **Classes:** Studio and lectures. **Assessment:** Part 1: 70% of the Design D grade; Part 2: 30% of the Design D grade. Each project submission will be assessed in relation to the objectives of the unit and the specific aims of the project.

##### **Part 1: Low Rise Multi Unit Buildings**

###### *Objectives*

Part 1 aims to give students experience of designing two to three storey buildings for a client group with specific needs in a location where the site and surroundings have identifiable cultural value, and to:

- respond creatively to client needs and aspirations;
- develop an appropriate expressive architectural language for the project; and
- integrate construction and environmental knowledge in relation to buildings of low-rise construction in masonry and/or timber.

###### *Outcomes*

Students will gain knowledge and skills in cultural mapping techniques, post-occupancy evaluation techniques, client interview procedures, brief writing, architectural language appropriate to purpose, environmental strategies appropriate to purpose, the explicit linking of design intent to constructional and detailing expression, and interior and service design. Students will demonstrate a capacity to design housing which utilises and responds to these factors.

Assessment is based upon the degree to which the outcomes are achieved relative to a standard of comprehension and display of knowledge equivalent to a sub-professional capacity to gain useful employment in an architect's office. There are both qualitative and quantitative measures made by studio visiting practitioners and inherited standards imposed by experienced staff.

An understanding of the environmental, cultural and social context of design is central to this project. This understanding is achieved through contact with clients, post-occupancy evaluation of relevant precedents, site appreciation studies, and cultural mapping of the locality. Emphasis is given to: understanding and interpreting clients' needs and aspirations; design brief and feasibility studies; planning and ergonomic considerations; interior design; compliance with regulatory requirements; environmentally sustainable strategies suited to residential buildings; the development of an appropriate architectural language.

##### **Part 2: Design Dynamics**

###### *Objectives*

To explore the nature of students' own involvement in the design process, in contrast to previous projects which have focused primarily on understanding and interpreting the needs of clients. This project makes use of the design pedagogy for developing professional skills, and of current thinking concerning the interdependence of understanding, interpretation and practice. Key elements of the project are the development of design ideas in the context of design dialogue, and active involvement in the development of fellow students' ideas.

### Outcomes

Through this project students will develop:

- skills in dialogue as both a designer and adviser/or critic;
- skills in responding to design dialogue with appropriate design decisions;
- a critical vocabulary for discussing design problems and ways of designing;
- self-reflective awareness skills of design; and
- will achieve a satisfactory design for a building.

Through the design of a small public building students will engage in a 'reflection in action' mode of learning. The work is carried out over a four-week period in small groups. The design process is a group effort, requiring collaboration, and a central aspect of the project is recording the dynamics of the group effort, including the experience of giving and taking criticism. Students are encouraged to develop their own critical vocabulary for discussing design problems and ways of designing. Many of the issues discussed are revisited in greater depth in the course Design Theory and Method in third year.

Assessment is based on the group design and the recording of the group process.

**Practical:** Design studio classes and site visits.

### ARCH 3004 Design E

8 credit points

Assoc. Prof. Rubbo

**Prerequisite:** Design C and D. **Offered:** February. **Classes:** Studio and lectures. **Assessment:** Design projects and portfolio.

#### Objectives

- to develop knowledge about, and basic skills in, the field of urban design;
- to integrate and apply previously acquired knowledge and skills in architectural design;
- to satisfy social, cultural and environmental aspects of a brief, and to demonstrate an ability to confidently propose, develop and communicate a design concept for a building of moderate size and complexity; and
- to integrate requirements of structure, construction and servicing.

#### Outcomes

Assessment requirements will ensure a capacity to undertake and communicate relevant urban design research, to apply key urban design concepts and place specific understanding to a project site, and adequately communicate urban design ideas. Further requirements will ensure an appropriate level of architectural communication skills, architectural judgement, and knowledge of basic and structural design, service and environmental principles.

**Practical:** Design studio classes and site visits.

### ARCH 3005 Design F

8 credit points

Ms Graham

**Prerequisite:** Design C and D. **Offered:** July. **Classes:** Studio and lectures. **Assessment:** Design projects and portfolio. Each project submission will be assessed in relation to the objectives of the unit and the specific aims of the project.

Objectives of this part are to treat design, construction and the technical systems equally in order to:

- design a building which satisfies social and environmental needs;
- develop knowledge about the design principles and technologies appropriate to a three-storey mixed-use building and their integration in a comprehensive design;
- develop knowledge about designing in context and being a 'good neighbour'; and
- develop knowledge of design composition for low-rise framed buildings with special reference to space, form and elevation.

It is expected that after completion students will have a sound knowledge of:

- spatial planning principles;
- how to develop an appropriate architectural language;
- the processes of designing a building to fit a specific physical context;

- how to choose materials considering ecological, economic and aesthetic factors;
- regulatory requirements;
- appropriate structural systems and services, including awareness of ecological and life-cycle considerations; and
- can demonstrate a capacity to design such a building to meet a client's needs, and reflect the above knowledge.

Designs will be assessed as to how well the solutions of the project use each of the knowledge outcomes to achieve each of the objectives.

This unit integrates material from the units of study Construction B, Structural Systems Design, and Environmental Science and Technology B, and promotes a holistic approach to the design of a smaller urban commercial building.

**Practical:** Design studio classes and site visits.

### ARCH 3007 Design Support F

3 credit points

Mr Boardman

**Corequisite:** Design F. **Offered:** July. **Classes:** Lectures, computer lab tutorials and site visits. **Assessment:** Graduation portfolio based on overall graphic quality, range of work, resume and design statement (70%) and CAD submissions (30%).

#### Objectives

- To enhance outcomes in Design F through project-specific inputs;
- to improve employment opportunities through instruction in preparation of a graduation portfolio;
- to encourage imaginative, effective and confident self-representation; and
- to provide instruction in the use of 2D and 3D CAD for presentation and modelling a design project.

#### Outcomes

Assessment requirements will ensure that portfolios show a level of achievement and development adequate for seeking employment at a beginning level in an office. Emphasis is given to an integrated graphic approach in the portfolio, demonstrable 2D and 3D CAD skills, and the resume.

Design Support F is divided in two parts. Half of the unit is allocated to lectures, demonstrations and visits that support Design F, and the knowledge and skills required for the preparation of a graduation portfolio. Half of the unit is for instruction in CAD and the development of knowledge and skills that can be represented in the portfolio and, as appropriate, in Design F.

**Practical:** Computer lab tutorials.

## Elective units

### ARCH 6044 Design Elective A

3 credit points

**Offered:** February, July. **Classes:** Independent study elective.

For this unit students are able, by means of private study and research, to explore in depth a selected topic. In the first instance students should obtain written approval of their proposed study from a lecturer in the area concerned. This approval should then be handed to the Faculty's Student Services Office.

## History and Theory of Design

The history units of study indicate some of the past and contemporary theories of history and introduce some of the main current philosophies of history. The language of design discourse is introduced, continuities and changes in design forms are discussed, and the present relevance of earlier design processes and products shown.

The theory units of study provide a general theoretical background for the design process. They are intended to show the range and variety of design ideas and their richness of meaning. They seek to develop a questioning attitude through informed and critical appraisal and investigate concepts of relevance, meaning and value, and evaluation, as they pertain to design.

The units of study in Method introduce some of the main methodological approaches to design together with their

theoretical bases and philosophical implications. They introduce basic concepts of typology and taxonomy.

## Mandatory units

### ARCH 1003 History of the Built Environment A

4 credit points

Mr Howells

**Offered:** February. **Classes:** Lectures. **Assessment:** Log book (50%) and essay (50%).

#### Objectives

This unit of study will introduce students to the historical context of the built environment comprising architecture, urban and landscape design and to the theoretical background of the history of the built environment using a thematic rather than chronological structure. It will also examine Western and non-Western histories of the built environment.

#### Outcomes

At the end of the unit of study the student will:

- demonstrate an understanding of the development of the built environment of Western and non-Western traditions;
- develop an awareness of the interrelationship between architecture, urban and landscape design;
- develop an appreciation of the relevance of history in contemporary design of the built environment;
- demonstrate graphic and written skills in analytical writing; and
- demonstrate an acceptable level of achievement in writing academic essays.

The intended outcomes, achieved through inquiry, individual study, and research, are demonstrated by each student upon successful completion of set assignments.

As the unit covers an extremely wide range of historical and theoretical knowledge in the related realms of architectural and landscape and urban design, the log book assignments have been designed so that a student can successfully demonstrate an understanding of Western and non-Western traditions of the built environment, including the inter-relationships between its components, by means of critical interpretations of set readings, lecture material and accessible elements of the immediate built environment by means of the application of appropriate graphic and written communication skills.

The essay assignment is intended to allow the student to successfully demonstrate an understanding of some aspects of the development of Western and non-Western traditions of the built environment and their relevance to the history of contemporary design by means of critical and analytical writing within the accepted standards of academic essay writing. Assessment criteria based on the unit outcomes are used for the examination of the work.

The unit of study introduces students to the broad development of Western and non-Western traditions of the built environment and their theoretical backgrounds with the principal focus being on architecture, urban design and landscape architecture. Rather than being a traditional, chronologically-based unit, it is thematically structured.

Areas covered include: twentieth-century landscapes, conservation, development of structure, language of non-Western architecture, language of Western architecture, historicism, decoration, adapted traditions, architecture and contemporary thought, and housing and society, which are used as the basis to explore particular aspects of the built environment.

This unit is taught by illustrated lectures with class discussion, films, video, models and music, and, additionally for Arts and Fine Arts students only, by weekly seminars.

### ARCH 1004 History of the Built Environment B

4 credit points

Mr Howells

**Offered:** July. **Classes:** Lectures. **Assessment:** Log book (50%) and thematic model (50%).

#### Objectives

The unit of study will introduce students to the historical context of the built environment comprising architecture, urban de-

sign and landscape design, and to the theoretical background of the history of the built environment using a thematic rather than chronological structure. Western and non-Western histories of the built environment will be examined.

#### Outcomes

At the end of the unit of study the student will:

- demonstrate an understanding of the development of the built environment of Western and non-Western traditions;
- develop an awareness of the interrelationship between architecture, urban design and landscape design;
- develop an appreciation of the relevance of history in contemporary design of the built environment;
- demonstrate graphic and written skills in analytical writing; and
- demonstrate communication skills through the medium of an interpretive model.

The intended outcomes, achieved through inquiry, individual study and research, are demonstrated by each student by the successful completion of set assignments. As the unit covers an extremely wide range of historical and theoretical knowledge in the related realms of architectural, landscape and urban design, the log book assignments have been designed so that a student can successfully demonstrate an understanding of Western and non-Western traditions of the built environment, including the interrelationships between its components, by means of critical interpretations of set readings, lecture material and accessible elements of the immediate built environment by means of the application of appropriate graphic and written communication skills. The model assignment is intended to allow the student to successfully demonstrate an understanding of some chosen aspects of the development of Western and non-Western traditions of the built environment, based on the thematic structure of the unit lecture program, and their relevance to the history of contemporary design by means of critical and analytical interpretation by means of an abstract model. Assessment criteria based on the unit outcomes are used for the examination of the work.

The unit of study introduces students to the broad development of Western and non-Western traditions of the built environment and their theoretical backgrounds with the principal focus being on architecture, urban design and landscape architecture. Rather than being a traditional, chronologically-based unit, it is thematically structured. Unit themes include: role of decoration, expression of geometry, manipulation of light, role of the plan, use of illusion, colonialism, development of technology, ideological movements, which are used as the basis to explore particular aspects of the built environment.

The unit of study is taught by illustrated lectures with class discussion, films, video, models and music, and, additionally for Arts and History and Theory of Art students only, by weekly seminars.

### DESC1003 Mathematics and Science in Design

3 credit points

Dr Hayman

**Assumed knowledge:** HSC 2 unit Mathematics. **Offered:** July. **Classes:** Lectures and tutorials. **Assessment:** Assignment (50%) and examination (50%).

#### Objectives

This unit of study aims to demonstrate relationships between the rational tradition of mathematics and science in Western thought and design theory and practice, examine prerequisite knowledge and skills for later mandatory and elective units and design practice, and encourage the use of mathematics as a modelling tool.

#### Outcomes

Each student should have facility with the following:

- familiarity with mathematical aspects of design theory;
- analysing and documenting problems systematically;
- justifying arguments rationally;
- utilising mathematical models in problem solving; and
- demonstrating these skills in a range of areas related to further study.

Each assignment uses a different context area, e.g. construction, and modelling technique, e.g. statistics, to explore particular knowledge and skills. Assessment of assignments will stress

the generic skills of problem analysis, justification and documentation.

The design of the built environment has been strongly connected to developments in ideas and technology. Architecture, as a result, is a quantitative as well as qualitative discipline and requires an understanding of mathematics. This is, therefore, an introductory course in mathematics as it relates to design theory and practice. The major topics covered are mathematical model making, plane and three-dimensional geometry, proportional systems, analytical and transformational geometry and statistics.

**Practical:** Tutorials.

### ARCH 3006 History of the Australian Built Environment

4 credit points  
Mr Howells

**Offered:** February. **Classes:** Lectures and site visits. **Assessment:** Essay (50%) and measured drawing assignment (50%).

#### Objectives

- To examine the development of the Australian built environment, comprising architecture, urban design and landscape design from the era of European settlement to the present time, notably as the outcome of broad cultural, socio-economic and political climates through history;
- to develop knowledge of design relevant contemporary theory and practice in Australia;
- to create an awareness of the circumstances and conditions for Irving and therefore designing in Australia; and
- to develop an understanding of the significance and implications of Aboriginal and European heritage, and the influences of geographical factors on environmental design.

#### Outcomes

At the end of the unit of study students will:

- be familiar with literature, buildings and places necessary for a basic understanding of the development of the Australian built environment;
- develop an understanding of the cultural concepts and beliefs, and geographical and climatic circumstances that led to the development of the existing Australian built environment;
- develop graphic skills in the preparation of measured drawings, and written skills in analytical writing; and
- develop an appreciation of the relevance of history in the contemporary design of the Australian built environment.

The intended outcomes, achieved through inquiry, individual study and research, are demonstrated by each student by the successful completion of set assignments. The essay assignment assesses the understanding of the development of the Australian built environment with particular emphasis on the issues of geographical, climatic and cultural factors, and an ability to apply this knowledge in critically understanding contemporary design of the Australian built environment, using written skills. The measured drawing assignment assesses the student's skill in understanding the conventions of and demonstrating graphic skills in the preparation of measured drawings. Assessment criteria based on the unit outcomes are used for the examination of the work.

The unit introduces students of the development of architecture, urban design and landscape design in Australia from the time of the establishment of European settlement until the present. The course has been structured thematically to explore such issues as the influence of British and Aboriginal building methods, the regional use of materials, the adaptation of fashionable ideas from abroad, response to geographic and climatic conditions, relationship of plan, form, texture and colour, vernacular forms of design, evolution of the Australian house, structural innovation, design in the public realm, urban development and Australian decorative arts. The unit is taught by illustrated lectures and site visits.

**Practical:** Site Visits.

### ARCH 3002 Design Theory and Method

3 credit points

Dr Hilli

**Prerequisite:** Design A, B, C and D. **Offered:** February. **Classes:** Lectures and tutorials. **Assessment:** Class tests (20%), tutorial involvement (20%) and essay (60%).

#### Objectives

The aims of the unit of study are to:

- give students an understanding of what they are doing when they design, and how design activity proceeds;
- survey critically some of the more important theories concerning the nature of the design process, and relate these to design programs running concurrently with the unit;
- clarify notions of design aims, procedures and outcomes, relating them to specific design programs;
- introduce students to contemporary thought in a range of disciplines as it relates to design activity; and
- locate design activity within a network of societal and historical interactions.

#### Outcomes

It is expected that at the completion of the unit students will have achieved the following competencies: (1) a clearer understanding of what happens in the design process, (2) a knowledge of the various theories that have been advanced to explain and formalise the design process, and (3) an ability to view design activities in the context of contemporary thinking in a range of disciplines.

Weekly tests assess the overall understanding of readings concerning the nature of the design process, the theories explaining the design process, and the relation of contemporary thinking to design. The mark given for involvement in tutorials refines this assessment. The assessment of the student's understanding of more detailed aspects of the expected outcomes of the unit is based on the essay.

The unit provides an introduction to the broad issues of contemporary thought, especially theories of knowledge and understanding as they relate to design activity. It examines the theoretical bases of knowledge, historiography, science, art and design methods; introduces concepts of meaning, aesthetics and value; looks at design theory, analyses the concept of design, models of design and the teaching of design; and examines design methods and process, with emphasis on design aims, design media and languages of design.

## Elective units

### ARCH 6051 History of Eastern Architecture

3 credit points

**Prerequisite:** BSc(Arch) students only: History of the Built Environment A & B. **Classes:** Lectures. **Assessment:** Design, with explanatory text.

#### Objectives

To introduce students to concepts of cultural interpretation and understanding by juxtaposing the principles underlying and determining the architectural forms of a number of Asian cultures with those which operate in the production of present-day Western architecture. This is done not only to introduce the student to unfamiliar forms of architecture, but also to use the unfamiliar as a means of bringing into focus and reassessing contemporary preconceptions concerning the nature and function of architecture. In this way the course aims to analyse the relevance of unfamiliar architectural concepts to contemporary practice.

#### Outcomes

It is expected that at the end of the unit students will have an introductory knowledge of the principles operating in the architectures of a number of Eastern cultures; that they will be familiar with the manner in which these architectures relate to other aspects of culture; and that they will have an introductory familiarity with some aspects of the dynamics of cultural interpretation and understanding.

The assessment will be based on a model and/or drawings of a design for a building in an Australian setting. The building will translate the principles underlying one Asian architecture into forms having an Australian relevance. The design will be ac-

accompanied by a short text explaining the principles involved and the manner in which they have been translated. Assessment will be based on the degree to which the design successfully translates principles from one cultural setting to the other.

Lectures will examine the traditional architectures of India, Cambodia, Indonesia, China, Japan and Islam, showing how the architectural forms relate to and embody mythical, religious and cultural concepts, and indicating the principles determining the distinguishing characteristics of the architecture.

#### ARCH 6049 **History of Urban Design pre 1800**

3 credit points

**Prerequisite:** BSc(Arch) students only: History of the Built Environment A & B. **Classes:** Lectures. **Assessment:** Three short assignments (10% each), one group assignment (30%) and one main assignment (40%).

##### *Objectives*

The unit aims to provide an introduction to the most significant urban forms throughout history as reference sources for future work of students, to encourage familiarity with the basic reference material related to each historical period, and to discuss the relevance of historical precedents for our own time and our own work.

##### *Outcomes*

At the conclusion of the unit students will be familiar with a typical range of important historic places and cities, understand their genesis, and be able to use this material creatively in their future work. Students will be required to demonstrate this familiarity and understanding through their unit assignments.

The unit is concerned with the evolution of ideas and principles of urban design and with the relationship between society and the formal organisation of the urban environment. It explores these ideas and principles through analysing the development of urban places and spaces from early civilisations to the end of the 18th century. The main emphasis is upon Western civilisations, with some references to other cultures.

With usually relatively large groups a lecture/slide/discussion format is followed together with introduction of video material and study of maps of historic cities.

#### ARCH 6050 **History of Urban Design post 1800**

3 credit points

**Prerequisite:** BSc(Arch) students only: History of the Built Environment A & B. **Classes:** Lectures. **Assessment:** Three assignments (33% each).

##### *Objectives*

The unit aims to provide an introduction to the most significant urban forms throughout the 19th and 20th centuries as reference sources for future work of students, to encourage familiarity with the basic reference material related to each historical period, and to discuss the relevance of historical precedents for our own time and our own work.

##### *Outcomes*

At the conclusion of the unit students will be familiar with a typical range of important historic places and cities, understand their genesis, and be able to use this material creatively in their future work. Students will be required to demonstrate this familiarity and understanding through their unit assignments.

The unit is concerned with the evolution of ideas and principles of urban design and with the relationship between society and the formal organisation of the urban environment. It explores these ideas and principles through analysing the development of urban places and spaces during the 19th and 20th centuries. The main emphasis is upon Western civilisations, with some references to other cultures.

#### ARCH 6030 **Renaissance to Baroque Architecture in Italy**

3 credit points

Mr Korzeniewski

**Classes:** Lectures and tutorials. **Assessment:** Study of a well-documented work from this period by means of sketches, drawings and models.

##### *Objectives*

The unit will introduce students to the works and ideas of this important tradition in architectural history and provide an opportunity to study one of them in detail.

##### *Outcomes*

Following from above, an increased ability to understand architectural ideas and their resolution in the made work, and increased skill in sketching, drawing and model-making. This is achieved through the assessment on the basis of the quality of thought and work done as well as notebooks with sketches done during lectures.

This unit is concerned with architectural approaches to the making of buildings, civic spaces and gardens in this important period of architectural achievement. The works of some of the great architects of the 14th to 18th centuries: Brunelleschi, Alberti, Michelangelo, Palladio, Borromini, Bernini and Guarini, are examined in some detail. Reference is made to Greek, Roman and medieval precedents and the urban Italian tradition, which was the setting in which the Renaissance flourished.

#### ARCH 6057 **Theatre Design and History**

3 credit points

Assoc Prof Thome

**Classes:** Lectures, seminars and site visits. **Assessment:** Seminar paper (25%), end of semester essay (50%) and a descriptive analysis of attending a required performance (25%).

##### *Objectives*

The unit will teach the student about the place of theatre (including cinema) in society, how this developed and changed and how the design of the buildings or venues have reflected the changes over time in Western society, in particular; and what the total experience of attending a theatre involves.

##### *Outcomes*

Students will know the general attributes of the viewer/viewed system inherent in passively viewed performances (live and cinematic), how they have been treated historically, and how they apply today. They will also know how the experience of attending a performance goes beyond simply sitting in an auditorium and watching it - what comprises a 'sense of occasion' in the theatre.

The seminar paper requires each student to research a different topic and present it verbally and in written form, based on the first outcome, with each student learning from each other's efforts. The descriptive analysis will be of a required attendance at a theatre performance at the time and should produce the second outcome. The end of semester essay will be an overview to cover both outcome statements.

The unit will cover theatre forms from Greek and Roman to the eclectic use of viewer-viewed formats of today. The rise of cinema out of a vaudeville-variety tradition will be traced together with evidence to show that cinema buildings from the 1920s to 1950s are possibly the most socially significant buildings of their time. Attendance at least at one theatre performance will be required. (This will be according to a list providing some choice relevant to when the unit is conducted.)

**Practical:** Site Visits.

#### ARCH 6055 **Special Topics in Architectural History and Theory A**

3 credit points

For current offerings, refer to the department.

#### ARCH 6031 **History and Theory Elective A**

3 credit points

**Offered:** February, July. **Classes:** Independent study elective.

For this unit students are able, by means of private study and research, to explore in depth a selected topic. In the first instance students should obtain written approval of their proposed study from a lecturer in the area concerned. This approval should then be handed to the Faculty's Student Services Office.

## Materials, Structure and Construction

This area covers structural and construction principles employed in the built environment. It provides knowledge and skills sufficient to detail the design of a small-scale building, and to understand construction and structural systems for larger buildings.

### Mandatory units

#### ARCH 1002 Materials and Form in Building

3 credit points

Ms Sodersten

**Offered:** February. **Classes:** Lectures and studio tutorials.

**Assessment:** Assignments.

##### Objectives

The unit aims to introduce the primary construction systems of the elements of small-scale buildings, and the construction of a building as an aspect of 'expression' in architectural language. It will develop skills in applying the knowledge of basic construction systems to simple building designs.

##### Outcomes

At the successful completion of the unit, the student will have demonstrated:

- the ability to identify the construction systems of typical simple small-scale buildings;
- a broad knowledge of the components of those systems;
- a basic knowledge of the common materials of those systems;
- an ability to apply the knowledge of the primary construction systems to the design of a small-scale building as an aspect of the architectural language of 'expression';
- a basic understanding of the principles and elements of the construction system of a small framed building; and
- appropriate communication skills.

The outcomes of the unit are achieved through inquiry and by means of assignment tasks. As the unit surveys the knowledge in the field and then requires its application in particular cases, the assignment tasks fall into two sections, reflecting this structure, assessing firstly the comprehensiveness of such a survey and the indication of an understanding of the basic types of system. The second section assesses understanding of the systems and an ability to apply this knowledge in designing, and requires the evaluation, development and testing of the design and proposed construction of a small building. Assessment criteria based on the unit outcomes are used for examination of the work.

The unit uses a combination of weekly lectures and studio tutorials, together with site visits, to introduce the primary construction systems of small-scale building, and to develop an ability to apply this knowledge to the design of small-scale buildings. The emphasis of the first lecture-based part of the unit is on broad knowledge of the systems, while the second studio-based part emphasises the understanding and use of these systems in particular designs.

**Practical:** Studio Classes.

#### DESC 1004 Building Principles

4 credit points

Honorary Assoc Prof Smith

**Offered:** July. **Classes:** Lectures, studio tutorials and laboratory classes and computer laboratory tutorials. **Assessment:**

Examination (40%), tutorial assignments (30%), site visit report (10%), laboratories (20%).

##### Objectives

The unit aims to introduce the concepts of structural sufficiency, building structural systems, and the structural use of materials to a level sufficient to cope with simple design problems at the commencement of second year, and to form the basis for subsequent courses of study in this area.

##### Outcomes

At the completion of this unit the student will have demonstrated:

- an understanding of the physical properties of materials, and know how to use those properties relevant to structural performance;
- the ability to perform simple experiments for determining material properties;
- an understanding of axial loads and stresses, trusses, beams and bending;
- an ability to analyse simple trusses and simply supported beams, to determine bending and shear stresses, and to determine deflections for simple cases;
- the ability to use a simple computer package for analysing plane structures.

The unit first introduces the ideas of structural sufficiency for the building as a whole and each of its parts, followed by a brief study of the structural properties of materials and materials testing. The unit then introduces loads and forces, and studies the equilibrium of elements and free bodies, including moments and the resolution of forces, and the graphical representations of internal actions in shear force and bending moment diagrams.

The requirement of structural performance in linear structural systems is introduced through the properties of cross-sections of members, and the selection of sections in relation to the properties of the material. The unit provides the knowledge to select structural assemblies of linear elements, and to select sizes for these elements, for simple configurations and loading conditions.

**Practical:** Laboratory classes, site visits.

#### ARCH 2004 Construction A

4 credit points

Mr Le Suer

**Prerequisite:** Building Principles and Materials & Form in Building.

**Offered:** February. **Classes:** Lectures, seminars and studio tutorials.

**Assessment:** March: assignment (40%), seminar (10%). July: assignment (50%).

##### Objectives

- ' To examine the construction of the primary elements of the fabric of small-scale buildings, using principally timber and masonry materials;
- to introduce the principles of the performance of structure, materials and construction in relation to stability, soundness, waterproofing, maintenance and basic insulation of the fabric of small-scale buildings;
- to introduce the application of the requirements of the relevant statutory Australian Standards to the construction of small-scale buildings in timber and masonry, and to drawing practice;
- to introduce the notion that specific appropriate design intentions can be expressed in the details, the elements, the structure, construction and materials of the building fabric; and
- to develop skills in freehand and accurately drafted drawing, principally annotated details drawn to scale, to design and to communicate the materials and construction of components and junctions.

##### Outcomes

(i) be familiar with the process of researching construction systems and details of junctions and components, including the relevant SAA codes;

(ii) have demonstrated skills in research, in investigation, observation, deduction and analysis, sufficient to have compiled accurate information on current accepted and required construction practice in relation to materials, structural systems and typical standard detailing of the typical primary components and junctions of the major elements of small-scale buildings, primarily in timber and masonry;

(iii) have demonstrated a knowledge of the basic principles of performance of the fabric of a small-scale timber and masonry building, through analysis and application to an individually designed and detailed building;

(iv) have demonstrated the ability in their work to make an explicit link between design intentions and their realisation in the structure, materials and construction of a small-scale building, primarily of timber and masonry; and

(v) have demonstrated the ability to draw clearly to scale, using the appropriate conventions, to communicate structural sys-

tems and construction, and to draft and annotate accurately large-scale details having regard to the conventions of the AS drafting code.

The structure of the semester one assignment and seminar is designed to achieve outcomes (i), (ii), (iii), and (v). The semester two assignment is designed to achieve outcomes (iv) and (v).

The unit examines three major 'zones' of typical small-scale buildings: footing/floor/wall; roof/ceiling/wall; timber and aluminium windows and doors/wall/floor/ceiling. It includes: materials and their characteristics including the concepts of environmental sustainability; structural systems, introductory sizing, constructional and structural compliance with relevant selected SAA codes; waterproofing and flashing; insulation; typical standard details and junctions of materials and components within and between elements. It relates these zones through integration with a design project.

**Practical:** Studio classes.

### ARCH 3003 Construction B

5 credit points

Mr Le Suer

**Prerequisite:** Structure and Form and Construction A. **Offered:** February. **Classes:** Lectures and seminars. **Assessment:** Two assignments based on Design E Project 1, involving the design and detailing of a medium-sized building. The first assignment shows how the building meets the Building Code of Australia, the construction methods and how they meet design intent (40%). The second assignment consists of case studies of existing details related to the design, details and working drawings of the design (60%).

Prerequisite unit for the BArch.

#### Objectives

The following aims are pursued within the context of a medium-sized building:

- to examine the construction of the primary elements of the fabric of buildings using principally steel and concrete;
- to develop the principles of the performance of structure, materials and construction in relation to stability, soundness, waterproofing, maintenance and basic insulation of the fabric;
- to introduce the application of the requirements of the Building Code of Australia and relevant statutory Australian standards to the construction of buildings in concrete and steel;
- to develop skills in freehand and accurately drafted drawings, to the standard of a set of working drawings;
- to examine the historical development of masonry, steel and concrete as construction materials; and
- to develop the design principles of standard construction materials in relation to structural and environmental concerns.

#### Outcomes

Students will have:

- a working knowledge of construction methods for medium-sized buildings;
- knowledge of construction detailing as a design activity and methods of conceptualising construction methods during design;
- a working knowledge of the Building Code of Australia and its application in medium-sized building design;
- an introductory knowledge of historical developments of construction;
- an introductory knowledge of the characteristics and design principles of advanced construction materials;
- an introductory knowledge of the relationships between construction detailing and structural and environmental concerns; and
- a working knowledge of the production of working drawings.

Each assignment is structured to exercise, within the context of a medium-sized building design; the learning, development, and ability of each student.

The unit addresses construction and structural systems knowledge for medium-sized buildings on the basis of 'knowing about' rather than 'knowing how', and is primarily concerned with the design process and procedures for construction detailing. A performance-based approach is related to a repertoire of materials and systems, and issues of constructability and resource man-

agement are introduced. The unit knowledge is contained in four themes, namely: strategic planning for building construction design; the role of building codes and their influence on building design and construction; an historical survey of building processes; construction detailing for medium-sized buildings.

### DESC 2002 Structure and Form

3 credit points

Dr Gunaratnam

**Prerequisite:** Materials and Form in Building & Building Principles.

**Offered:** July. **Classes:** Lectures, tutorials and laboratory classes.

**Assessment:** Written examination (35%), model assignment (20%), structural synthesis assignment (15%), tutorials (15%) and quizzes (15%).

#### Objectives

- To introduce students to a variety of structural elements - types, structural actions and approximate behavioural models - available for assembling structural systems and subsystems for buildings;
- to explore (i) the different ways structural elements can be assembled to form different structural assemblies and subsystems used in buildings and (ii) the influence of the level continuity between elements on the behaviour of the structural assemblies and subsystems;
- to introduce students to behavioural models, mainly qualitative, available for understanding and predicting the behaviour of the different structural assemblies;
- to explore the concept of structural efficiency and the factors that contribute to it - in particular the relationship between structural form, structural action and structural efficiency; and
- to provide students with experience in the synthesis of structures using the computer, and in the construction and testing of physical structural models.

#### Outcomes

At the completion of the unit each student is expected to:

- be cognisant of the different structural elements and systems available for buildings;
- have a good understanding of how the basic structural elements and structural types behave under loads;
- be able to make qualitative and limited quantitative predictions about the behaviour of structural elements and some simple structural assemblies;
- have an appreciation of the relationship between structural efficiency, structural form and structural actions;
- be familiar with some of the structural design issues that influence structural decisions in buildings; and
- be able to synthesise simple building structural systems using computational aids.

The above unit outcomes provide the basis for the different assessment tasks.

The unit further examines the relationship between the loading on building structures, their forms and their constituent materials and assemblies. It extends the repertoire introduced in the unit Building Principles and aims to convey an essentially complete understanding of structural form in architecture. Topics include: continuity in structures; funicular form; tension systems; compression systems; plane surface structures; curved surface structures; and structures in history including the ideas of line and curve, frame and envelope as structure.

**Practical:** Model testing.

### DESC 3002 Structural Systems Design

3 credit points

Dr Gunaratnam

**Prerequisite:** Construction A, and Structure and Form. **Offered:**

February. **Classes:** Lectures, tutorials, site visit and laboratory classes. **Assessment:** Assignment.

#### Objectives

This unit aims to:

- To introduce students to the different stages in the structural design process;
- to explore the structural decisions associated with the synthesis and preliminary design stages in the structural design process;



- to introduce students to strategies and information required for the synthesis of efficient structural systems;
- to introduce students to the structural design philosophies and provisions in the load and material codes of practice;
- to familiarise students with the different representations of structural design information and to explore their use in structural decision making;
- to present information on the different types of structural joints and the principles behind their design and detailing; and
- to provide students with experience in making structural decisions within the context of a building design

#### Outcomes

At the completion of this unit students should be able to:

- have a good understanding of the different stages in the structural design process;
- have a good understanding of the design philosophies on which the current codes of practice are based;
- be able to collect appropriate information and formulate the structural design requirements for a medium-scaled building;
- be able to generate a number of alternative structural systems that satisfy the design requirements and to evaluate them to arrive at a final design;
- be able to use the appropriate design aids and codes of practice to arrive at suitable approximate sections for structural elements in concrete, steel, timber and masonry; and
- be able to detail structural connections in concrete, steel and timber for the transfer of specific structural actions.

The above outcomes provide the basis for the different assessment tasks.

The unit provides information for making structural decisions within the context of building design. It examines the different stages in the structural design process and explores the means of integrating the different types of structural knowledge with the information available in the various codes of practice to arrive at an appropriate structural system for medium-scaled buildings. It considers the different representations of structural design knowledge available for making structural decisions and provides experience in their use. The unit is structured around three major topics: structural design process, structural design codes and structural design information.

## Elective units

### ARCH 6022 Cost Planning and Control

3 credit points

**Classes:** Lectures.

#### Objectives

The unit will outline the principles and techniques of cost planning and control, including feasibility studies, methods of finance, costs in use, and the role of the architect and quantity surveyor.

#### Outcomes

The student will understand the influence of cost issues on building design, understand factors influencing initial cost and costs in use, and be aware of the roles of quantity surveyor and other consultants.

The assignments will emphasise the first two outcomes.

The unit outlines the principles and techniques of cost planning and control, including feasibility studies, estimating, methods of finance, costs in use, the Australian Standard Method of Measurement of Building Works, and the role of the quantity surveyor.

### ARCH 6043 Materials and Methods

5 credit points

**Classes:** Lectures, tutorials and site visits. **Assessment:** 2 assignments (70% and 30%).

#### Objectives

The unit aims to extend understanding and knowledge of the construction of non-domestic scale buildings beyond that of mandatory construction units of study, both in scope and depth.

#### Outcomes

On successful completion the student will (i) have gained a greater understanding of tolerances, assembly, joints, fixing methods, and the impact of the sequence of construction; (ii) have gained a greater understanding of the mechanisms of weathering, and how to design for it; and (iii) have demonstrated an ability to analyse and evaluate alternative solutions to demonstrate knowledge of (i) and (ii).

The development and detailing of part of a design is assessed against design intent and performance criteria. The understanding of weathering is assessed by the quality of observation and deduction shown. The unit consists of lectures and site visits covering the material listed above. Students are asked to develop and detail parts of a building from an earlier design program. They are required to describe the performance of that part of the building to be developed. Tutorials are held on work in progress.

### ARCH 6007 Object Design and Construction

3 credit points

Dr Lamb

**Prerequisite:** Workshop Technology-Timber. **Offered:** February, July. **Classes:** Tutorials and workshops. **Assessment:** Assignment.

#### Objectives

The aim of this unit is to develop design and making skills and to increase the understanding of the relationship between them. The unit is also designed to increase ability to communicate intentions through drawings.

#### Outcomes

The student will gain an understanding of the relationship between designing and making, and develop knowledge of materials and their working. The documentation and object made show the outcomes.

Each student designs and draws an object, and makes it. Tables, chairs, beds and light fittings have been made in previous years. Any materials can be used but the student must bear in mind their own, and the workshop's limitations. Each student should choose a full-time member of staff to tutor the design's development and making. The workshop's technicians will also tutor the development and making and likely further design developments during making.

**Practical:** Workshop sessions.

### DESC 6008 Structures Theory

3 credit points

Dr Gunaratnam

**Prerequisite:** Structure and Form. **Classes:** Lectures, tutorials and computer laboratory sessions. **Assessment:** Structural modelling assignment (30%), case study (30%), and a computer-aided design (40%).

#### Objectives

- To introduce students to a number of the general techniques and methods available for the analysis of structures;
- to provide students with experience in extracting approximate structural analysis models from a three-dimensional skeletal structure for a building, and to explore the effect of the levels of idealisations and abstractions on the accuracy and performance of these models;
- to introduce students to the detailed design methods recommended in the material codes of practice for the different structural elements usually occurring in buildings; and
- to provide students with experience in computer-aided design of skeletal building structures using some of the state-of-the-art structural analysis and design programs.

#### Outcomes

At the end of this unit each student is expected to be:

- familiar with a number of the basic structural analysis methods and techniques and be able to apply some of them to solve simple structural analysis problems;
- cognisant of the bases for the provisions in the material codes of practice for the detailed design of the more common structural elements, and be able to carry out detailed design of some of these elements using the design handbooks and computer-based design aids;

- familiar with the internal structure and implementation issues relating to some of the computer-aided structural analysis and design tools that are presently available; and
- able to (i) select appropriate idealisations of building structures and model them on a computer as 2D or 3D skeletal structures, (ii) validate and interpret the computer results using simple behavioural models, and (iii) use the computer results to arrive at a final design for the structure.

The above unit outcomes provide the basis for the different assessment tasks.

This unit extends the theoretical basis for the analysis of structural responses and the satisfying of performance criteria, and links these with practical methods and computer-based tools for the exploration of structural design. It complements the survey of building structure morphology presented in the prerequisite course Structure and Form and thus leads to a fuller understanding of the provision of adequate building structures in architecture.

The types of structural response are reviewed. Loadings and performance criteria are equated with the limit state approach to strength and serviceability. Bending theory is extended to encompass torsion and general frame behaviours. Stress and strain analysis is taken on to three-dimensional continua. Computer-based analytical tools are introduced and used interactively in a project for the exploration and design of a building structure.

**Practical:** Model testing, computer laboratory.

### ARCH 6009 The Building Industry in Australia

3 credit points

**Classes:** Lectures, seminars and site visits.

#### *Objectives*

The unit will increase the understanding of the organisation, structure and operations of the building industry, including building materials' manufacturing, and will explore the present and future role of architects in it.

#### *Outcomes*

The student will gain an understanding of the interrelationships between the factors that influence the industry, be exposed to some organisations in the industry and increase their understanding of the role and influence of architects. The seminars will demonstrate the student's understanding of lecture material and other sources, and the assignment their ability to write about it.

The unit presents an overview of the building industry including its role in the national economy, the nature of organisations and processes that produce buildings, the role of various organisations within the industry, e.g. manufacturers, builders, unions. The present and future role of architects is described. Students present seminars at some of the organisations studied.

**Practical:** Site visits.

### ARCH 6036 Workshop Technology - Timber

3 credit points

Dr Lamb

**Offered:** February, July. **Classes:** Workshop maximum number of students is 14. **Assessment:** One assignment.

#### *Objectives*

The objectives are to develop an understanding of the working, jointing and finishing of timber, to develop an understanding of the use and behaviour of hand and power tools, and to learn safe workshop practices.

#### *Outcomes*

The student will understand the working of timber and learn tool use and safe workshop practices.

The object made will be assessed for quality of workmanship including accuracy of cutting, jointing and gluing. Assessment of the student's performance in the workshop will include skill development, care of tools, and understanding and use of safe practices. The working, jointing and finishing of timber, the use and behaviour of hand and power tools, and safe workshop practices are demonstrated and done. A small object such as a box is made.

**Practical:** Workshop classes.

### ARCH 6025 Materials, Structure and Construction Elective A

3 credit points

**Offered:** February, July. **Classes:** Independent study elective.

For dais unit students are able, by means of private study and research, to explore in depth a selected topic. In the first instance students should obtain written approval of their proposed study from a lecturer in the area concerned. This approval should then be handed to the Faculty's Student Services Office.

## Social Context of Design and the Built Environment

This area draws on a number of disciplines and includes the study of: environment-behaviour relations, environmental perception and cognition; socio-spatial related behaviour; means of articulating environmental needs including consultation and participation; the socio-economic, political, legislative and (cross-) cultural considerations influencing the form of habitats with an emphasis on Australian cities; and the interface between the design professions and society, including the ethics and responsibilities of the design professional.

## Mandatory units

### DESC 1001 People and the Environment

4 credit points

Assoc Prof Purcell

**Offered:** February. **Classes:** Lectures. **Assessment:** Three assignments (equally weighted).

#### *Objectives*

The objectives of this unit are to:

- give participants an overview of the complex relationship between people and everyday and designed environments;
- present knowledge relating to the design of objects and their settings from a modern ergonomic viewpoint and to establish the relevance of this approach for design;
- examine the impact of the basic processes relating to sensory thresholds and adaptation on design;
- review the properties of central and peripheral vision and relate these to the experience of detail and colour, on one hand, and the experience of the large-scale visual world and its properties on the other;
- review the characteristics of and the basis for our experience of surfaces and the role surfaces and lighting play in design;
- review material related to our experience of objects and groups of objects and to relate this to design of objects at all scales; and
- review knowledge relating to our experience of a three-dimensional world and the connection between the experience of depth and size and how this relates to the issue of scale in design.

#### *Outcomes*

Participants will have a knowledge of the concepts and principles involved in each of the above areas and how they can be related to specific examples of every-day and designed environments. They will have used this knowledge to analyse and evaluate examples of environments and have gained an understanding of how these basic processes underpin more complex aspects of experience such as symbolic meaning and similarities and differences between cultures.

Assessment is based on three assignments. Each requires that participants apply knowledge from one or more of the areas outlined above to analyse and evaluate an example of a designed environment of their choosing.

The results of the architectural design process become, when built, the spaces and places that we experience and use and where we interact with others. An understanding of the complex sets of relationships between people and buildings can, as a result, both inform the design process and form the basis for an evaluation of a design proposal or an existing building.

**ARCH 2001 Habitat and Society A**

3 credit points

Dr Lamb

**Prerequisite:** People and the Environment. **Offered:** February.**Classes:** Lectures and discussions. **Assessment:** Major essay assignment integrated with Design C (40%), short answer test (30%) and final assignment (30%).*Objectives*

The aims of the unit are to develop a critical understanding of the ecological context of architecture, relate the objectives of ecologically sustainable design to design learning, develop skill in the assessment of ecologically appropriate building methods and materials, and relate ecological sustainability to urban planning at an introductory level.

*Outcomes*

Students will develop skill in the ability to critically examine their own designs, evaluating the relative merits of building designs, systems and materials from an ecologically sustainable design perspective, and researching the environmental impacts of design at levels from site planning to sketch design.

Students are assessed on their ability to demonstrate skill in reflection on their own design thinking. Assignments evaluate the ability of students to critically evaluate options in design and planning from an ecologically sustainable viewpoint. Tests evaluate students' ability to relate knowledge about the environmental impacts of architecture to design activity.

The unit will consider the following: the ecological context of design and case studies on the environmental impacts of buildings; the operation of ecosystems with natural and human attributes - the ecological impacts of building materials and systems; good design practice, including the protection and enhancement of biodiversity, choice of friendly materials and systems, use of ecological environmental controls, trade-off as a method of choice; and a critique of urban consolidation and Ecologically Sustainable Development - introduction to the planning framework and its role in environmental control - the role of architects in sustainability.

**ARCH 2002 Habitat and Society B**

3 credit points

Assoc Prof Rubbo

**Prerequisite:** People and the Environment. **Offered:** July. **Classes:**Lectures and discussion. **Assessment:** In-class test (10%), 2 assignments (30%, 60%).*Objectives*

- To increase awareness of the relationship between habitat (place) and society (people);
- to enhance awareness and skills in involving people in the design process; and
- to explore issues of social responsibility in relation to the design process and the making of architecture.

*Outcomes*

Assessment requirements will ensure a familiarity with the literature in the field and an understanding of key concepts, an ability to apply knowledge, and skills in participatory design processes.

Using a cross-cultural approach two main themes are covered. Theme A covers theory and practice in participatory processes, and the development of skills. Theme B illustrates the ways in which social and cultural ideas help shape the built environment. Through example, belief, systems, power, politics, gender, class, ethnicity and life-cycle issues are considered in relation to selecting building types and environments in the developed and developing world.

**ARCH 3001 The Design Professions**

4 credit points

Assoc Prof Toon

**Offered:** July. **Classes:** Lectures and seminars. **Assessment:**

Assignments.

*Objectives*

The unit provides an introduction to the contexts of professional practices in the design professions, in particular architecture, and includes: the range and diversity of professional roles; management and organisational structures; legal aspects of professional

practice; the social, ethical and environmental responsibilities of design professionals; and conflicts between the theory and practice of designing.

*Outcomes*

At the end of the unit students will have knowledge of the nature of design practices and professional roles; organisational frameworks, management and legal practices. They will have developed an inquiring attitude about the ethics of design professional practice, in order to use this knowledge in their work experience in their Architectural Experience requirement.

The work done should indicate, in a progressional way, the degree to which a student has a clear perception of what a design professional does, within what formal structures of organisation, ethics and the laws and statutes governing the designed environment, and with reference to architects, the building industry, and regulatory bodies.

The unit examines the nature and range of design disciplines and the roles of individuals, in a professional context, with particular reference to the built environment and to architecture. It includes knowledge of office management theory, practice and organisational structures; ethical concepts and their application; legal concepts and structures as applied to design and the built environment and as effecting the operations of a designer; the roles and responsibilities of all parties in the creation of a building.

**Elective units****DESC 6012 Colour Design**

5 credit points

Assoc Prof Purcell

**Prerequisite:** BSc(Arch) students only: People and theEnvironment. **Offered:** July. **Classes:** Lectures and computer based design sessions. **Assessment:** Three assignments (weighted 10%, 30% and 60%).

Quota 30 students.

*Objectives*

- to teach participants how to use computer software which allows the manipulation of the colour of both photographic and graphic images;
- to integrate the available knowledge about the way colours are experienced into a number of design exercises;
- to use the capacities of the computer to explore the interaction between colours using simple graphic images;
- to carry out a colour design exercise involving the design of a simple artefact such as a lapel badge, letterhead or package; and
- to design a series of colour schemes for a building facade.

*Outcomes*

On completing the unit participants will have:

- developed a sufficient level of skill in using a computer to generate graphic images, and to manipulate the colour of those images, in order to develop a series of colour designs efficiently and effectively;
- carried out a series of exercises investigating both fundamental aspects of the way we experience colour (colour interaction via contrast) and more complex aspects of colour experience (preference, familiarity, exciting-calming);
- designed a small-scale artefact for a particular client that integrates knowledge about the way colour is experienced into a particular design context; and
- designed colour schemes for the facade of an existing building in an inner city context for two different client groups with different requirements, again using the knowledge available about the way we experience colour.

Assessment will be based on the three colour design assignments. The first involves the investigation of colour interaction. The second involves the design of a simple artefact. The third involves a series of colour designs for a building facade.

Whenever a designer specifies the materials to be used in a building, decisions about colour are automatically involved. This occurs whether or not the designer thinks about the decisions made in this way. Colour also has a major impact on our experience of a building. Knowledge about how people experience

colour can be used both to develop a design and to evaluate design decisions. The course involves using such knowledge to develop a series of colour designs.

**Practical:** Computer laboratory classes.

### ARCH 6027 Cross-Cultural Approaches to Architecture and Planning

3 credit points

Assoc Prof Rubbo

**Prerequisite:** BSc(Arch) students only: Habitat and Society A and B.

**Classes:** Seminars. **Assessment:** Class presentation and participation (50%), 2500 word essay (50%).

#### *Objectives*

This unit will encourage imaginative and lateral thinking approaches to issues of cultural diversity. It will enhance students' employment opportunities and workplace effectiveness through knowledge of architectural and planning practices in cross-cultural settings and understanding of social and cultural sustainability in environmental design.

#### *Outcomes*

Seminar participants will enhance their knowledge of cultural difference and its significance for environmental design, and increase their capacity to understand, interpret and act effectively in areas related to the design planning, protection and conservation of the built environment for diverse cultures in developed and developing economies.

This seminar seeks to expand participants' knowledge of cultural factors in relation to the processes and practices of environmental design in developing and developed economies. Drawing on examples from Asia, Latin America, Africa and Australia the focus of the course will be the relationship between culture and architecture, development policy, the economics and politics of settlement, and the often conflicting role facing professionals as a result of class differences and ethnic diversity.

### ARCH 6010 Design and Consultation

3 credit points

Assoc Prof Rubbo

**Prerequisite:** BSc(Arch) students only: Habitat and Society B.

**Classes:** Seminars. **Assessment:** Class presentation and participation (50%); 2500 word essay or field work project (50%).

#### *Objectives*

This unit will further explore people-oriented approaches to environmental design.

#### *Outcomes*

Students will enhance their knowledge of, and gain skills in, consultative and group processes in design; and enhance their employment opportunities and workplace effectiveness through capacity to apply these skills.

This seminar seeks to expand participants' knowledge of, and skills in, consultative processes including active listening, participant observation, interviews, focus groups, mediation, conflict resolution, appropriate representation, and the generation of ideas amongst diverse stakeholders - e.g. colleagues, clients, communities, authorities - and increasingly diverse design disciplines - architecture, landscape architecture, urban design, visual, digital and plastic arts, urban, regional and cultural planning, and services. Case studies will focus on the opportunities and constraints consultation affords design and planning processes.

### ARCH 6008 Urban Conservation Planning

3 credit points

**Prerequisite:** BSc(Arch) students only: History of the Built Environment A and B.

**Classes:** Lectures and videos. **Assessment:** Position paper, seminar and discussion.

#### *Objectives*

The unit aims to identify and assess the cultural significance of urban places, to introduce the main skills required in the practice of conservation planning, and to examine the trends and policies which have led to current conservation-based development.

#### *Outcomes*

By the end of the unit the student will have knowledge of the trends which influence the interpretation and assessment of cul-

tural significance in urban areas; have an introductory knowledge of the basic skills required for the practice of conservation planning; and be familiar with those trends which have influenced and promoted conservation-led planning policies.

The position papers will ask participants to analyse the factors which lead to the formal assessment of value in urban places and to their expression by means of policy instruments. The seminars will encourage debate on the critical questions guiding current conservation practice.

The unit will examine both the theory and the practice of heritage conservation planning in urban areas. It identifies the concepts, instruments and policies which lead to the definition and evolution of the concept of cultural significance in cities. It will also analyse planning trends which have encouraged the conservation of valuable urban environments. Both Australian and international cases will be examined.

### DESC 6013 Knowledge Structures in Design

3 credit points

Contact Faculty

Contact Faculty for details.

### ARCH 6011 Social Context Elective A

3 credit points

For this unit students are able, by means of private study and research, to explore in depth a selected topic. In the first instance students should obtain written approval of their proposed study from a lecturer in the area concerned. This approval should then be handed to the Faculty's Student Services Office.

## Environmental Science and Technology

This area aims to develop an awareness of the environmental constraints of the built environment and an understanding of the physical processes which interact with built forms to produce these constraints. It explores appropriate responses to climate, topography and landscape, and the behaviour of thermal, visual and aural phenomena in the natural and built environments. Appropriate evaluative and analytical skills are developed.

## Mandatory units

### ARCH 1001 Climate, Landscape and the Built Environment A

3 credit points

Mr Forwood

**Offered:** February. **Classes:** Lectures, tutorials and laboratory classes. **Assessment:** Four assignments.

#### *Objectives*

This unit will study the natural environment as a setting for design; introduce some of the knowledge and skills required to evaluate the physical environment on a site; and relate the study and evaluation of a site to an understanding of the physical characteristics of the region within which it is located.

#### *Outcomes*

At the conclusion of this unit each student is expected to:

- know about the operation of the natural environment as a physical, biological and ecological system;
- understand how the natural environment acts as an influence upon the design of objects within the built environment;
- understand how to evaluate the impact of design actions upon an existing environment;
- understand the concept of climate;
- be able to collect, analyse and interpret climate data at the regional or microclimatic scale for the purposes of a particular design task;
- be able to undertake a site planning study for a particular site and a particular design task;
- be able to evaluate the wind and solar environments on a site;
- be able to define the different microclimates existing on a site; and

- be able to interpret the topography and the physical structure of the landscape of a site and relate it to its surrounding region.

The first two assignments test students' ability to apply their understanding of the physical environment at the global and regional scales to an investigation of the landscape and microclimate of a particular region. The major assignment provides the opportunity for students to demonstrate their skills at site evaluation and analysis on a particular site located within the region.

This unit begins with a study of the physical processes which generate the natural environment and explores how these processes create the world's climates. Attention is then focussed upon Australia, and more particularly Sydney, as settings for design and these microclimates are studied in more detail. Techniques are presented for the collection and analysis of climatic data as a knowledge base to support the design process. The regional biosphere is then studied, again concentrating upon Sydney, in order to study the operation of natural processes in the landscape and as an introduction to assessing the impact of designed interventions upon these processes. The scale of the individual site is then considered and techniques for site planning are presented as a systematic process for exploring the full environmental potential of a site.

**Practical:** Laboratory classes, model testing.

### DESC 1002 **Climate, Landscape and the Built Environment B**

3 credit points

Mr Forwood

**Offered:** July. **Classes:** Lectures, tutorials and laboratory classes.

**Assessment:** Two hour examination (40%), assignment (60%).

#### *Objectives*

This unit aims to explore the influence of climate and environmental factors upon the form of the built environment; to study the relationship between this form and the environmental quality of space enclosed by it; to explore the concept of 'environmental dimensions' of space as a means of determining the impact of space upon people's sensory experience of it; and to introduce some of the knowledge and skills required for the measurement of 'environmental dimensions' and their effective use in design.

#### *Outcomes*

At the conclusion of this unit each student is expected to:

- know about and develop views upon the influence of climate as a determinant of the form of the built environment;
- understand what is meant by 'environmental dimensions' of space and the relationship between these dimensions and the forms which enclose and create space;
- understand how these dimensions determine the impact of an environment upon people's sensory experience of space;
- be able to use standard instrumentation to measure some of these dimensions, in particular those which describe the thermal, aural and luminous environments; and
- be familiar with, and be able to critically examine, available literature on the environmental qualities of architecture.

The examination tests students' basic understanding of the concepts and principles underlying environmental dimensions and their impact on people's sensory perception of space. The assignment provides an opportunity for developing instrumentation, measurement and reporting skills as well as exploring the use of environmental dimensions in designing the built environment.

The first component examines historically the hypothesis that the form of the built environment in any age is influenced by the interaction between climate, available technology and materials, and cultural values. The second component defines three sets of environmental dimensions (thermal, luminous and aural) which define enclosed space and examines their impact upon human sensory perception of space. The third component explores the use of these dimensions in design and introduces some of the literature of environmental design.

**Practical:** Laboratory classes, field measurements.

### ARCH 2003 **Landscape Design**

3 credit points

Mr Burton

**Offered:** February. **Classes:** Lectures and field trips. **Assessment:** Assignment (60%), 2hr examination (40%).

#### *Objectives*

The unit introduces the need to integrate the design of buildings with the landscape. It explores and discusses the traditional background, contemporary ideas and theories of landscape design and its practices, and the influence of the fourth dimension time, through management and maintenance of the built landscape. It also provides an opportunity to appreciate landscapes both directly and by careful analysis.

#### *Outcomes*

The student will be expected to begin to demonstrate a personal philosophy towards the making of external spaces, appreciate special design themes appropriate to particular environments and users, be able to make a simple evaluation of a landscape in an ordered way, be able to make judgements at an introductory level about the qualities of a space, and report such information clearly in written and graphic form.

The assignment is designed to provide the student with an opportunity to exercise all of the tasks in the outcomes through a series of written and drawn observations and design suggestions, while the examination requires a more precise series of explanations of the same considerations.

Design theories, principles and practices are explored as themes through various lecture topics providing different ways of perceiving landscapes. The major physical elements of landscape, such as space, scale, land, air, water, vegetation and built forms, are discussed together with their related surface, edges, and types of materials used in different contexts.

**Practical:** Field trips.

### DESC 2001 **Environmental Science and Technology A**

4 credit points

Mr Forwood

**Prerequisite:** Climate, Landscape and the Built Environment A and B. **Offered:** July. **Classes:** Lectures, tutorials and investigations.

**Assessment:** Multi-part assignment (60%) and one examination (40%).

#### *Objectives*

This unit aims to:

- develop an understanding of the basic laws which determine the physical environment in buildings;
- explore measurement and evaluation of the physical environment to inform decisions which have an influence upon the environmental dimensions of enclosed space;
- develop a theoretical basis for the exploration of the environmental performance of building elements; and
- generate appropriate solutions from first principles rather than accepting standard or commonly held solutions and rules of thumb.

#### *Outcomes*

At the completion of this unit students should:

- understand the basic principles of heat, light and sound transfer through the building fabric;
- understand how to achieve a desired set of environmental dimensions for spaces within a building by designing the building fabric as a selective environmental filter; and
- be proficient in evaluating design decisions in relation to environmental criteria by estimating internal temperatures, daylight quantities and sound levels using established analytical techniques.

The examination tests basic understanding of the principles and concepts discussed in the lectures and an assignment assesses the ability to apply the knowledge and skills gained in lectures and tutorials to a small-scale design exercise.

The content discusses the physical processes involved in the transmission of light, sound and thermal energy. The properties of materials and construction of elements which influence this transmission are outlined. The lectures focus on the application of this knowledge to the role of the building fabric as an environmental filter.

**Practical:** Laboratory classes.

### DESC 3001 **Environmental Science and Technology B**

4 credit points

Mr Forwood

**Prerequisite:** Environmental Science and Technology A. **Offered:** February. **Classes:** Lectures, tutorials and investigations.

**Assessment:** Assignment (60%) and one examination (40%).

Prerequisite unit for the BArch.

#### *Objectives*

This unit aims to:

- investigate the concept of environmental goals and management strategies to building design;
- apply the environmental principles learnt in this and prerequisite units to whole, small- to medium-scale, building projects; and
- coordinate this application with common projects in the units Construction B and Design E.

#### *Outcomes*

At the completion of this unit students should be able to:

- analyse the environmental potential of a site;
- understand and apply environmental management strategies, including alternative approaches, to small- to medium-scale building design projects including their interior spaces;
- define appropriate quantitative and qualitative environmental goals for such a project; and
- design an integrated project and evaluate the effectiveness of it, quantitatively and qualitatively, in meeting these environmental goals.

The assessment assumes all knowledge gained in Climate Landscape and the Built Environment and Environmental Science and Technology A and is therefore seen as a summary project for all environmental knowledge gained in the BSc(Arch). Environmental goals, strategies and decisions made in a design process are required to be justified, both quantitatively and qualitatively, so that the success, or otherwise, of that environmental decision making can be evaluated.

This unit provides formal instruction in principles of thermal services, artificial lighting, room acoustics, and fire in buildings. It applies these and the environmental principles learnt in prerequisite units to whole, small- to medium-scale, building projects.

**Practical:** Field measurements.

## Elective units

### DESC 6004 **Energy and the Built Environment**

3 credit points

Mr Forwood

**Prerequisite:** Climate, Landscape and the Built Environment A and B. **Classes:** Lectures and seminars. **Assessment:** Assignment and seminar participation.

#### *Objectives*

This unit will explore the social, economic, political and technological constraints which influence the flow of energy in modern society; examine alternative energy supply options for a sustainable future built environment; present an understanding of buildings as energy investments and examine their environmental impacts; and debate the role of architects and other building designers in creating a sustainable built environment.

#### *Outcomes*

At the conclusion of this unit each student is expected to:

- understand the way modern societies utilise energy and know about the industry which supplies it;
- have a working knowledge of both renewable and non-renewable energy sources for the built environment;
- understand how buildings consume energy;
- have developed an understanding of, and formed opinions about, the concept of 'sustainability' as it relates to the built environment; and
- have developed a defensible position on the role of architects in creating a sustainable society.

Participation in a seminar provides an opportunity for students to develop attitudes and opinions and explore fundamental issues. The assignment allows them to elucidate these views and to explore particular topics of interest in greater depth.

This unit addresses the issue of energy usage in modern society and relates this to the creation of a sustainable built environment. Existing energy sources and their environmental implications are discussed and alternative, more sustainable forms are explored. The role of architects in designing a sustainable built environment is explored in a series of seminars.

### DESC 6005 **Ergonomics**

3 credit points

Dr Hayman

**Prerequisite:** People and the Environment, Mathematics and Science in Design. **Classes:** Lectures, tutorials and seminars.

**Assessment:** Assignment - case study in two parts (40%, 60%).

#### *Objectives*

This unit will demonstrate that ergonomics is the systematic study of the relationship between individuals, populations and their environment; examine relevant ergonomic knowledge and skills for design practice; and provide appropriate statistical background for the analysis of ergonomic data.

#### *Outcomes*

Each student should be familiar with ergonomics as a scientific activity, be able to demonstrate the application of ergonomics to a design situation, and utilise appropriate data collection and analysis techniques.

The assignment is concerned with the ergonomic analysis of a particular case study and the provision of a report with recommendations for its improvement. The format used is designed to encourage the formal presentation of data, analysis and underlying argument.

Ergonomics is a central component of the detail design of the built environment. This course covers not only the traditional areas of static and dynamic anthropometrics (human dimensions) but also the wider context of environmental, perceptual, cognitive and organisational ergonomics. Case studies are used to demonstrate the application of ergonomic knowledge to design practice.

### ARCH 6015 **Introduction to Plant Material**

5 credit points

**Prerequisite:** Landscape Design. **Classes:** Lectures, practicals, fieldwork. **Assessment:** Examination, assignment.

Quota 15 students.

To successfully design with plants it is essential to know something about them as a material. This unit examines basic plant structures and functions and the essential requirements to promote growth. It discusses broad classification systems, important vegetation types, taxonomy, nomenclature and simple identification techniques. Distinguishing visual and structural characteristics of broad sub-divisions of plants such as trees, shrubs, ground covers, climbers, herbaceous perennials and grasses are identified and their design potential, together with aesthetic and environmental values, are discussed. Both native and exotic species are used as examples, and students are expected to acquire a sound working knowledge of useful landscape plants for a range of design situations.

**Practical:** Field trips.

### ARCH 6083 **History of Landscape Design post-1700**

3 credit points

Dr Lamb

**Offered:** July. **Classes:** lectures. **Assessment:** essay (3000 words).

#### *Objectives*

The unit will introduce students to some of the major landscape movements which have developed in various countries throughout the world during the last three centuries and will examine the design theories, personal philosophies and important works of some of the most influential designers who have been involved with the development of modern landscapes.

### Outcomes

At the end of the unit students will be more informed and equipped with an understanding of the major landscape movements of our time.

Beginning with an overview of design styles fashionable in Europe and North America during the eighteenth century the lectures examine the changing social patterns and the expanding frontiers of development on a world-wide scale.

### ARCH 6016 Landscape Design Elective A

3 credit points

**Offered:** February, July. **Classes:** Independent study elective.

For this unit students are able, by means of private study and research, to explore in depth a selected topic. In the first instance students should obtain written approval of their proposed study from a lecturer in the area concerned. This approval should then be handed to the Faculty's Student Services Office.

### DESC 6006 Environmental Science Elective A

3 credit points

**Offered:** February, July. **Classes:** Independent study elective.

For this unit students are able, by means of private study and research, to explore in depth a selected topic. In the first instance students should obtain written approval of their proposed study from a lecturer in the area concerned. This approval should then be handed to the Faculty's Student Services Office.

## Design Communications

The design communications area involves both the communication of ideas to others and the articulation of the designer's own ideas. It combines an understanding of the theory of communications, critical abilities in evaluating communicated messages, and some practical skills in a variety of communications media including computer-based media.

### Mandatory units

#### ARCH 1005 Design Communications A

4 credit points

Ms Sodersten

**Offered:** February. **Classes:** Lectures, studio exercises and tutorials. **Assessment:** Assignments.

#### Objectives

The unit will introduce students to the various types of communication required in the built environment field, including: fundamental drawing and sketching skills; basic architectural drawing skills; basic model-making; written communication; and use of computing tools to communicate words and images. The main focus is the development of skills which increase the students' ability to elucidate and express ideas to themselves and others.

#### Outcomes

At the successful completion of the unit students will:

- have gained familiarity with a range of drawing media, mostly dry;
- be able, at least in a schematic way, to observe and draw objectively;
- have demonstrated basic orthographic drawing skills in pencil;
- have demonstrated basic model-making skills;
- have demonstrated basic essay writing skills, including referencing; and
- have demonstrated elementary computing skills in word processing, image processing, graphics and page layout.

The outcomes of the unit are achieved through weekly tutorials and studio exercises based on developing particular skills. Assessment criteria examine the development and level of those skills expressed in the work presented. Assessment is based on weekly tutorials and exercises and a portfolio of work presented at the end of each part of the unit.

The main focus of the unit is the development of skills which increase the students' ability to elucidate and express ideas to themselves and fellow designers. The unit is divided into two main sections covering manual and computer skills. The first

covers primarily manual graphic and model-making skills, and includes written and verbal skills. The second covers introductory computer skills for use in word and image processing.

**Practical:** Studio classes, computer laboratory.

#### ARCH 1006 Design Communications B

4 credit points

Ms Sodersten

**Offered:** July. **Classes:** Lectures, studio exercises and tutorials.

**Assessment:** Assignments.

#### Objectives

The unit will develop skills in the various types of communication required in the built environment field and including: fundamental drawing skills; architectural graphic skills; model-making; and use of computing tools to produce 3D models.

#### Outcomes

At the successful completion of the unit students will:

- have developed familiarity with a range of drawing media, mostly dry;
- be able, in a schematic way, to observe and draw objectively;
- have demonstrated basic orthographic drawing skills in pencil, ink and a range of drawing media sufficient to communicate appropriately their design proposals to other members of the built environment professions;
- have demonstrated model-making skills sufficient to communicate appropriately their design proposals;
- have developed strategies for representing a building in three dimensions, using a modelling system;
- have achieved a level of competency using modelling software; and
- have developed a facility with computer-based 3D models and views.

The outcomes of the unit are achieved through weekly tutorials and studio exercises based on developing particular skills. Assessment criteria examine the development and level of those skills expressed in the work presented. Assessment is based on weekly tutorials and exercises and a portfolio of work presented at the end of each part of the unit.

The main focus of the unit is the development of skills which increase the students' ability to communicate with other members of the built environment professions. The unit is divided into two main sections covering manual and computer skills. Manual skills development includes graphic and model-making skills, and the computer skills component emphasises 3D wireframe and solid modelling of objects.

**Practical:** Studio classes, computer laboratory.

#### ARCH 2009 Design Communications C

3 credit points

Dr Chase

**Prerequisite:** Design Communications A & B. **Offered:** February.

**Classes:** Lectures, demonstrations of CAD techniques and tutorials.

**Assessment:** Tutorial submissions (50%), project drawings and 3D models (50%). Tutorial assignment files are submitted to an electronic drop box for assessment on a regular continuing basis. The second half of the semester is devoted to projects during which a specific building is modelled in 3D from which 2D drawings are produced. This project submission is in the form of printed drawings for the 2D presentation and electronic form for 3D models.

#### Objectives

This unit introduces computer-aided drafting, modelling and visualisation techniques that enhance and extend design communications, and develop computer skills in CAD - 2D plans and elevations, 3D modelling and production of views.

#### Outcomes

At the end of the unit the student's computer skills should be sufficient to allow for the production of 2D drawings with dimensions and layers, and the production of 3D models and perspective views with hidden lines removed and surfaces with colour.

The assessment of the tutorials relates to basic CAD skills and the project submission relates to the production of drawings and 3D models.

The lectures cover the following subjects: essential elements of CAD, CAD applications and future directions for CAD modelling.

The tutorials introduce AutoCAD, operating on a UNIX network and/or PCs, to develop and reinforce knowledge in the following areas: basic CAD orientation, drawing and editing commands and tools; 3D 'wire frame', 'hidden line', and surface modelling; display and presentation commands.

**Practical:** Computer laboratory.

### ARCH 2005 Design Communications D

3 credit points

Mr Boardman

**Prerequisite:** Design Communications A & B. **Offered:** July.

**Classes:** Lectures and studio workshops. **Assessment:** Design Communications (A3 recommended) portfolio including representations of Design C: Parts 1 and 2 and Design D final submissions, hard copy from Design Communications C, selected log book extracts and reproductions from workshop exercises.

#### Objectives

The unit aims to continue manual skills' development in the representation of architectural works which communicate ideas to lay persons and the public at large.

#### Outcomes

At the conclusion of the unit students will be able to:

- understand and realistically portray conventional orthogonal and three-dimensional projections of buildings and settings;
- understand and use a mixed range of communication techniques including graphic design and layout, photography (particularly models), available graphic reproduction technology, verbal and written techniques; and
- assemble, format, style and present a bound portfolio of personal contemporary works including CAD exercises.

Assessment is based upon the degree to which the outcomes represent communications techniques at a sub-professional level equivalent to a capacity to gain employment in an architect's office.

The unit reviews all first semester design submissions and CAD work by means of workshop exercises in model photography and perspective by oral, written and multi-media communication techniques, composition, lettering, graphic reproduction techniques, log book enhancement and portfolio presentation.

**Practical:** Studio Classes.

## Elective units

### DESC 6002 Understanding Design

3 credit points

Dr Rosenman

**Offered:** February. **Classes:** Lectures. **Assessment:** Three essays (two worth 25% each and one essay worth 50%).

#### Objectives

This unit aims to present design as a general activity in its own right concerned with the needs of the consciously created environment; to stress the importance of design and its consequences; to point out the commonalities and differences between the various design disciplines regarding their specific goals, concerns; factors and methods; and to make students aware of the processes involved in design.

#### Outcomes

Students are expected to realise the existence of design and designing, the purpose of and outcomes from design as an activity, and the consequences of designs at social, cultural and ecological levels. They are expected to appreciate the commonalities and differences between various design disciplines and to have acquired knowledge of how a physical object can be designed.

Students' awareness will be demonstrated through the satisfactory completion of the three assignments. The first assignment directs students to examine a designed object in a familiar setting, familiarising themselves with the aims and results of designed objects; the second focuses on how a designed object fits into the socio-cultural and physical context and how it affects this environment and to examine the role of the particular design disciplines involved; the third asks the student to utilise all the knowledge they have gained during the lectures to pro-

pose improvements in an existing object to meet some perceived need.

The lectures and assignments divide into three parts. Part A deals with the broad overview of design as an activity, its relation with the social context and its relationship to the activities of science and art; part B presents the activities of various design disciplines; part C describes some formal concepts relating to modelling the design process, representing design, and positioning design/ing within current critical thinking. Three assignments complement the three parts of the lecture series.

### ARCH 6041 Design Communications Elective A

3 credit points

**Offered:** February, July. **Classes:** Independent study elective.

For this unit students are able, by means of private study and research, to explore in depth a selected topic. In the first instance students should obtain written approval of their proposed study from a lecturer in the area concerned. This approval should then be handed to the Faculty's Student Services Office.

## Design Computing

Design computing is playing an important role in the visualisation and understanding of designs before they are constructed, as well as providing valuable tools for collaboration among people and management of information. Recently, research in design computing has provided tools for generating and checking designs. This area provides a stream of units of study that allow the student to specialise in design computing, with the potential for continuing their study in the Graduate Diploma or Master of Design Science (Computing) with advanced standing. The student can choose 12 credit points (or 23 credit points if not continuing to the B Arch) from the design computing electives and the design computing units of study in the Graduate Table of Units of Study in order to specialise in this area.

The design computing area does not have separate units of study that are mandatory. The mandatory units of 3 study that provide the basis for a specialisation in design computing are Design Communications A, Design Communications B, and Design Communications C. In these mandatory units the student will learn about the use of hypertext and images, 3D modelling in ArchiCAD, and drawing and documentation in AutoCAD.

## Elective units

### DESC 6024 Virtual Design Studios

4 credit points

Professor Maher

**Prerequisite:** Design Communications A, B and C. **Offered:**

February. **Classes:** Lectures, online discussions, computer-based tutorials. **Assessment:** Web page design, online design logbook, online group project presentation.

#### Objectives

This unit provides an overview of various digital design media and various types of digital communication. The digital design media introduced include: digital images, 2D line drawings, 3D wireframes, and 3D models. Tutorials on tools to generate and edit the different media will help the student pick up skills in one of the types of media. The types of digital communication introduced fall under the categories of asynchronous communication, such as e-mail; and synchronous communication, such as video conferences. The student participates in a group project in which meetings are conducted via digital communication environments and the design presentations are made online.

#### Outcomes

The student will

- be able to collaborate on a design project using various communication and digital design media;
- have an understanding of the role and use of the different communication tools and digital design media representations; and
- be able to use the internet effectively for communication and sharing design ideas.



**DESC 6025 Generating Designs Using Computers**

4 credit points

Dr Chase, Professor Gero

**Prerequisite:** Design Communications A, B and C. **Offered:** July.**Classes:** Lectures and computer-based design sessions.**Assessment:** Two assignments plus a seminar presentation.*Objectives*

The objective of this unit of study is to introduce aspects of computing concerned with the use of computers in generating designs, particularly those drawn from computer-based design methods. These will be presented at both theoretical and practical levels. The specific objectives are:

- to show how computers can be used to aid human designers.
- to introduce students to some of the current thinking about the use of computers in design.
- to provide the opportunity for students to gain access to some of the cutting-edge design computing software.

*Scope*

- Design theory and computing
- Rule-based design systems
- Logic as a tool for design reasoning
- Design cognition and design computing
- Using computers with design precedents

*Outcomes*

Students will be able to understand current thinking about the use of computers in generating designs; have an understanding of at least one aspect of the use of computers in generating designs; and have a general understanding of the potential of the use of computers in generating designs.

## Urban Design and Planning

This area provides an opportunity for students to develop an understanding of urban design and planning concepts and how they affect design outcomes in an institutional and procedural context.

Students may proceed from the BSc(Arch) to a Graduate Diploma in Urban and Regional Planning or Urban Design, or to a Master of Urban and Regional Planning or Urban Design. Credit for units undertaken in this area will be granted towards graduate candidature in Urban and Regional Planning or Urban Design. Students can choose 12 credit points (or 23 credit points if not continuing to the BArch) from the Urban Design and Planning electives and the Urban Design and Urban and Regional Planning units of study in the Graduate Table of Units of Study in order to specialise in this area.

## Elective units

**ARCH 6074 Designing for the Public Domain**

3 credit points

Visiting Professor Droege

**Offered:** February. **Classes:** Studios, lectures and seminars.

**Assessment:** Individual and group projects. The assignments will require students to demonstrate capability with analysing and interpreting site characteristics and planning instruments, and with preparing simple designs. Assignments will involve oral, written and graphic communication in presenting design proposals and supporting discourses.

*Objectives*

To develop competence in preparing and presenting Urban Design and Environmental Planning proposals.

To develop capability in interpreting design situations and preparing design briefs.

To be able to use basic design methods, concepts, and terms in preparing and presenting design proposals with supporting discourses.

To develop a critical and reflective approach towards designing for the public domain.

Teaching will be based on a set of projects requiring students to prepare background studies, design proposals and supporting reports design response. Lectures will be given on:

- local area studies and site planning;
- types of plans and planning controls;

- procedures for preparing planning instruments and design guidelines, and for assessing proposed developments; and
- preparing designs and supporting discourses.

*Outcomes*

The unit will develop competence with:

- conducting site analyses and local area studies;
- preparing site plans and simple designs;
- presenting and justifying designs;
- preparing designs which reflect an understanding of regulatory procedures for assessment and approval;
- preparing statements of environmental effects; and
- reading and interpreting designs, plans and planning documents.

The unit will cover public places, streets, open space and pedestrian networks.

## ARCH 6075 Preparing Design Proposals, Guidelines and Policy Instruments

3 credit points

Assoc Prof Toon/Mr Mills

**Offered:** July. **Classes:** Workshops and studios. **Assessment:** Individual and group projects. Assessment will be based on practical assignments requiring students to prepare design briefs, guidelines and master plans. The unit will include exercises that require students to prepare design proposals and related planning documents for a medium-density residential redevelopment proposal, a mixed-use development, and an urban centre. Assignments will require students to demonstrate capability with preparing design proposals and with developing related guidelines and planning instruments.

*Objectives*

To develop competence in preparing master plans for design proposals, with supporting guidelines and planning instruments.

To develop experience and competence with using various types of information and reasoning to support artistic and creative aspects of designing.

To gain experience and competence with preparing design proposals for a range of urban situations and for various arrangements between governments and private sector agencies.

Teaching will be based on a series of projects requiring students to prepare outlines of design proposals, master plans with supporting reports on environmental effects, appropriate design guidelines and draft planning instruments.

Lectures will be given on:

- reviewing and interpreting guidelines and instruments
- redevelopment and agreements and consents
- roles of private and government agencies
- types of design guidance and control.

*Outcomes*

The unit will engender skills in:

- reviewing and interpreting planning documents;
- preparing site and local area analyses;
- preparing and presenting designs and supporting documents; and
- preparing design briefs, guidelines, master plans and related planning instruments.

## ARCH 6076 Urban Development and Environmental Planning

3 credit points

Mr Payne/Mr Mills

**Offered:** February. **Classes:** Lectures and seminars. **Assessment:** Assessment is based on written assignments in which students will be expected to demonstrate an understanding of the implications of environmental issues for urban development.

*Objectives*

To develop knowledge and understanding of:

- environmental issues arising from urban development;
- roles of government in managing urban development and the environment;
- environmental policies, planning instruments and development assessment procedures.

To develop capability with using basic concepts and terms concerned with urban development and environmental management.

To be able to analyse an environmental issue in relation to relevant planning policies and processes.

Teaching will be based on lectures, with supporting seminars and discussions. Lectures will be given on the following topics:

- History of urban planning and environmental issues
- Urban growth and metropolitan planning
- Land use, infrastructure and transportation planning
- Governmental reforms for environmental improvement
- Environmental legislation
- Types of design and planning instruments
- Measures to improve ESD performance (energy efficiency, emissions, drainage, re-cycling, waste management plans)
- Environmental impact assessment, reporting and auditing.

#### Outcomes

Students will be able to prepare reports about simple environmental issues arising from urban development, and to advance basic positions about measures that may be taken to address them.

### ARCH 6077 Designing and Planning the Built Environment

3 credit points

Visiting Professor Droegge/Mr Payne

**Offered:** July. **Classes:** Lectures and seminars. **Assessment:** Assessment will be based on a set of design case studies. These will require students to prepare written and oral responses to studies that identify design issues, outline initiatives and provide an argued account of the relevant context.

#### Objectives

To develop knowledge and understanding of important ideas about urban development and built form.

To develop capability with reviewing and interpreting documents about the design of urban environments.

To develop skills with analysing environmental planning issues and with preparing planning and design proposals.

Teaching will be based on lectures that will emphasise case studies to explore key ideas central to contemporary urban design and planning practice. Historical and contemporary ideas on desirable urban form will be discussed. Lectures will address ideas applicable at a range of scales, ranging from the local scale (for example, concerning accessibility, connectivity, permeability, streetscape, local area traffic management, and transit supportive development) to metropolitan scale ideas (for example, concerning compact urban forms, development corridors, and mixed-use centres).

#### Outcomes

The unit will extend the range of issues considered in preparing studies and design proposals. In particular, students will gain greater competence in preparing designs that are more environmentally responsive. On completion of the unit students will have greater capability to prepare design proposals and planning instruments.

## Art Workshop -Allied Arts

The ability to explore and express ideas through visual media is extremely important for architects who must be able to communicate in two and three dimensions, detailed and precise plans about properties, objects and processes, as well as general concepts and ideas.

The units offered by the Art Workshop provide students with the opportunity to expand their abilities by acquiring specific art media skills invaluable for their development into professional architects. Art Workshop units also enable students to refine their understanding, through first-hand experience in a variety of art media, of the continuing and productive relationship between architecture and art.

A consumables fee is charged for materials that are necessary for the units of study. Students may buy their own, but are advised to purchase them through the Art Workshop to save time and cost.

## Elective units

### ARTW 6022 Ceramics - Handbuilding 1

3 credit points

Mr Jones

**Offered:** February, July. **Classes:** Practical studio work.

**Assessment:** Attendance (10%), visual diary/journal (10%), technical development/workshop practice (40%) and final work(s) (40%).

Quota 16 students

#### Objectives

This unit aims to introduce the many and varied techniques of handbuilding in clay as well as the processes of firing and glazing.

#### Outcomes

Students should have an understanding of: pinch, slab and coil building techniques; coloured underglaze applications; and bisque and glaze firing applications.

Studio workshop practice is assessed continually as are concept developments with the student's visual diary. Three set projects are assessed on originality of idea and technical proficiency.

The unit involves an exploration of the plastic properties of clay to create a wide variety of constructions that have to be fired and glazed. Set projects will enable students to discover their own means of expression in this versatile medium. Projects include slab construction, coil construction and combinations of coil, slab and pinch construction. Various surface finishes and decorative techniques will also be introduced including brightly coloured underglazes, slips and glazes.

**Practical:** Art workshop classes. Consumables fee applicable.

### ARTW 6023 Ceramics - Handbuilding 2

3 credit points

Mr Jones

**Prerequisite:** Ceramics - Handbuilding 1. **Offered:** February, July.

**Classes:** Practical studio work. **Assessment:** Attendance (10%), visual diary/journal (10%), technical development/workshop practice (40%) and final work(s) (40%).

Quota 16 students

#### Objectives

The unit aims to expand knowledge and develop technical abilities acquired in Ceramics - Handbuilding 1 and to facilitate more conceptually advanced work.

#### Outcomes

At the end of the unit students should be able to construct more technically difficult forms than in Ceramics - Handbuilding 1, develop self-initiated projects under the direction of the tutor, and explore varied surface treatments.

Studio workshop practice is assessed continually as are concept developments with the student's visual diary. Six finished works are assessed on originality of idea and technical proficiency.

Emphasis in this course is placed on exploring and developing ideas using more advanced techniques such as working with plaster moulds, tile making, murals, slip casting as well as the usual handbuilding methods. Experimental and personal expression will be encouraged. A wider variety of decorative techniques and firing methods will be introduced and may include pit firing.

**Practical:** Art workshop classes. Consumables fee applicable.

### ARTW 6024 Ceramics - Wheel Throwing 1

3 credit points

Mr Jones

**Offered:** February, July. **Classes:** Practical studio work.

**Assessment:** Attendance (10%), visual diary/journal (10%), technical development/workshop practice (40%), final work(s) (40%).

Quota 14 students

#### Objectives

The aim of the unit is to produce a set of wheel thrown ceramics.

#### Outcomes

At the end of the unit students should:

- be technically proficient at centring, throwing, turning and applying handles to ceramic vessels;
- have developed colourful designs and glaze applications for a pre-determined breakfast set;
- have a basic understanding of the problems associated with ceramic production; and
- understand firing schedules i.e. bisque and glaze.

Studio workshop practice is assessed continually as are concept developments with the student's visual diary. The finished, produced set is assessed on useability, design, and craftsmanship.

The unit introduces varied techniques of throwing clay on the wheel to produce vessels and domestic items with an emphasis on the art and craft of this age-old speciality. There will be an investigation of this practice on an historical and contemporary level. Various techniques will be introduced including combination throwing and handbuilding, turning, glazing and decorating with slips and glazes.

**Practical:** Art workshop classes. Consumables fee applicable.

### ARTW 6025 Ceramics - Wheel Throwing 2

3 credit points

Mr Jones

**Prerequisite:** Ceramics-Wheel Throwing 1. **Offered:** February, July. **Classes:** Practical studio work. **Assessment:** Attendance (10%), visual diary/journal (10%), technical development/workshop practice (40%), final work(s) (40%).

Quota 14 students

#### Objectives

The aim is to produce six individual wheel thrown ceramic works.

#### Outcomes

At the end of the unit students should:

- be able to combine thrown shapes to achieve forms developed from drawing;
- have an understanding of the differences between earthenware and stoneware ceramics; and
- be able to produce larger forms for utilitarian use.

Studio workshop practice is assessed continually as are concept developments with the student's visual diary. Six finished ceramic works are assessed on design and craftsmanship.

This unit is for students with some experience in wheel throwing. Larger and more advanced forms will be attempted and more involved decorative techniques used. The emphasis will be on technical proficiency with an individual approach to the functional vessel and how it can be used as a base for decorative and sculptural exploration.

**Practical:** Art workshop classes. Consumables fee applicable.

### ARTW 6001 Drawing 1

3 credit points

Mr Levitus

**Offered:** February, July. **Classes:** Studio work, slide lectures and gallery visits. **Assessment:** Attendance (10%), studio skills and technique (20%), studio work (20%), portfolio and completed projects (50%).

Quota 20 students.

#### Objectives

The aim of this unit is to provide students with the knowledge, skills and attitudes required to use a range of fundamental drawing skills, media and techniques and observational skills, to make drawings based on observation of the physical world, to experiment with imaginative applications of media and drawing techniques and develop imaginative drawings based on observational skills.

#### Outcomes

Students will gain familiarity with a range of drawing media, mostly dry, including charcoal, graphite, pencil, conte, pen and ink, brush and ink, as well as watercolour and gouache as ground or backwash. They will also be able to use imaginative approaches to observing and recording the visible world using a variety of techniques and combinations of drawing media.

Students are assessed on attendance, demonstrated familiarity with materials and techniques, studio work including approach and attitude, successful completion of all projects and a

portfolio containing final works for projects, and a selection of fifteen drawings and sketches completed during the unit. A journal or sketchbook is to be kept throughout the unit and will be included in the assessment.

The unit begins with a discussion of motives for drawing supported by a slide lecture, introduction to a range of drawing materials, instruction on a range of mark-making techniques, methods of tonal range, use of perspective and an understanding of composition. Through structured projects students learn to use these materials and techniques to express individual responses based on observation in creative and imaginative ways.

**Practical:** Design studio classes. Consumables fee applicable.

### ARTW 6002 Drawing 2

3 credit points

Mr Levitus

**Prerequisite:** Drawing 1. **Offered:** February, July. **Classes:** Practical studio work. **Assessment:** Workshop practice (50%) and portfolio of works (50%).

Quota 20 students.

#### Objectives

This unit aims to increase the student's level of skill in all three skill areas of drawing - representational, interpretive and expressive - and in the use of media, more specific to the individual student's need of expression. Imaginative and experimental techniques will be used for all subject matter including the human figure.

#### Outcomes

Students will build on their experience with a range of drawing media and be able to use imaginative approaches to observing and recording the visible world using a variety of techniques and combinations of drawing media. They should have enough experience at the end of the course to be able to criticise and select from their own work for their finished portfolio or exhibition.

Students are assessed on attendance, demonstrated ability with materials and techniques, studio work including approach and attitude, successful completion of all projects and a portfolio containing final works for projects or exhibition. A journal or sketchbook is to be kept throughout the unit and will be included in the assessment.

This unit provides students with the opportunity to combine sound observational skills with imaginative and experimental techniques, in order to encourage a personal vision and style and a commitment to the practice of drawing as a visual art discipline in its own right.

**Practical:** Design studio classes. Consumables fee applicable.

### ARTW 6015 Film/Video 1

3 credit points

Mr Benedek

**Offered:** February, July. **Classes:** Practical studio and outdoor work. **Assessment:** Attendance (10%), class participation (20%), synopsis (10%), storyboard (10%), and final project (50%).

Quota 20 students

#### Objectives

The unit will explore the language(s) of moving images, conventions of framing, movement and editing; develop an understanding of the fundamental technical aspects of pre-production, production and post-production; and generate independent and cooperative production using a variety of media.

#### Outcomes

Students will gain technical proficiency in the diverse areas of pre-production, production and post-production; understand conventions of classical continuity and main visual styles; and produce a moving image piece using videotape or mixed media.

Students are assessed in the context of theoretical understanding and technical aptitude in the various aspects of moving-image production.

In this unit Super-8, VHS video systems, spool and cassette audio tape will be used. Emphasis is placed on students' development, process and conceptual awareness. The unit is divided into units, exploring approaches to lighting, shooting, editing, sound production and concept development for film and video. A short

work in either film or video is to be completed by each student by the end of semester.

**Practical:** Art workshop classes, field shoots. Consumables fee applicable.

### ARTW 6005 Graphic Design 1

3 credit points

Ms Clerk

**Offered:** February, July. **Classes:** Practical studio work.

**Assessment:** Participation (10%), class projects (30%), analysis of examples (20%), major project (40%).

Quota 10 students

#### Objectives

The aim of the unit is to develop visual literacy with graphic techniques involving a variety of media; encourage students to value visual experimentation and initial research as a process for personalised creative problem solving; initiate group and self assessment methods for evaluating and analysing receiver engagement and communication effectiveness of a design solution; and to introduce the importance of hand skills and project management in the refining and detailing of processing, production and presentation of design solutions.

#### Outcomes

Students will gain the ability to maximise the graphic qualities and physical form of media and apply them to static and dynamic design solutions, and to understand the criteria by which communication effectiveness can be evaluated along with receiver engagement.

Students will compile a process journal containing annotated graphic design examples from contemporary sources along with class projects which explore subjects such as texture, tone, typography, figure/ground reversal, and layout. The major project is a communication concept in collaboration with tutor and self-selected group, to separate and then synthesise graphic elements, and to manage deadlines of completion of tasks. Self and peer assessment methods are applied.

This unit introduces students to the basic skills, concepts and materials of graphic design, undertaking preliminary exercises in layout, use of type, illustration techniques and paper engineering. A set of exercises integrates and develops the range of skills explored in the preliminary exercises by concentration on set themes.

**Practical:** Art workshop classes. Consumables fee applicable.

### ARTW 6026 Mixed Media/Works on Paper

3 credit points

Ms Fieldsend

**Offered:** February, July. **Classes:** Discussion, slides and studio practice. **Assessment:** Preliminary exercises (20%), work practice (10%), technical development (15%), research and image conception (20%), final works (35%).

Quota 12 students

#### Objectives

The unit will introduce the skills of screen printing, mono and lino printing, creative use of a photocopier, montage and collage; develop awareness of art history and art theory to inform the student's own approach to image making; explore and develop the imagination and ability to use a wide range of materials; and develop the ability to create, develop and complete a project.

#### Outcomes

At the end of the unit students should understand the basic principles of screen, mono and lino printing, montage and collage techniques, form and colour. They should have developed a critical approach to image construction; gained an introductory knowledge of historical and contemporary works on paper; and demonstrated an ability to use a wide range of technical skills, critical awareness and imagination to develop and complete finished works on paper.

Preliminary exercises test the students' ability to experiment with techniques and design, and work practice is assessed by the students' approach and attitude to their work and the studio. Research and image conception are assessed by the production of a working journal which is kept throughout the course and by the students' understanding of a critical approach to image con-

struction. Technical development is assessed by the application of skills gained during the course. The final works are a series of small works or 2/3 large works which show a knowledge of technique, design and use of the imagination.

The unit introduces a variety of skills to produce a series of works on paper. These include basic screen, mono and lino printing, creative use of the photocopier, found objects and papers, montage, frottage and collage. Imaginative and creative skills will be developed in preliminary exercises and finished projects relating to both graphic and fine art applications.

**Practical:** Consumables fee applicable.

### ARTW 6006 Painting 1

3 credit points

Mr Levitus

**Offered:** February, July. **Classes:** Practical studio work.

**Assessment:** Attendance (10%), studio skills and techniques (20%), studio work (20%), portfolio and completed projects (50%).

Quota 20 students

#### Objectives

The purpose of this unit is to provide the student with the knowledge, skills and attitude required to use a range of fundamental painting skills, including an understanding of acrylic media and techniques, basic colour theory, how to mix colours, an understanding of tonal values and composition, to make paintings based on observation of the physical world, and to experiment with imaginative applications of acrylic media based on observational skills.

#### Outcomes

On successful completion the student should have gained familiarity with acrylic media; be able to apply basic colour theory, to mix secondary and tertiary colours, and to create a tonal range; and be able to use imaginative approaches to observing and painting the visible world based on sketches and studies.

Students are assessed on attendance, demonstrated familiarity with materials and techniques, studio work including approach and attitude, successful completion of all projects and a portfolio to be handed in at the end of the unit containing final works for three projects and a selection of 10 drawings, sketches and studies completed during the unit. A journal or sketchbook should be kept throughout the unit and will be included in the assessment.

This introductory unit shows students who have little or no experience with painting how to prepare canvas and grounds, mix colours, then undertake practical work in observational painting (still-life painting form, modelling and shading techniques), anatomy (painting with a live model, self-portraiture), perspective and ideas and images (style and appropriation, the decorative, words and text, collage and abstraction).

**Practical:** Art workshop classes. Consumables fee applicable.

### ARTW 6007 Painting 2

3 credit points

Mr Littler

**Prerequisite:** Painting 1. **Offered:** February, July. **Classes:** Practical studio work, slide lectures, gallery visits, demonstrations.

**Assessment:** Attendance (10%), studio skills and technique (20%), special projects and finished work (70%).

Quota 20 students

#### Objectives

This unit aims to increase students' level of skill in painting both from the visible world and in interpretive and expressive modes. Emphasis will be placed on students' individual projects. Imaginative and experimental techniques such as mixed-media and collage/montage will be taught, reflecting current contemporary practice.

#### Outcomes

Students will build on their experience with a range of painting media and be able to use imaginative approaches using a variety of techniques and combinations of painting and mixed-media. They should have enough experience to be able to criticise and select from their own work for possible exhibition.

Students are assessed on attendance, demonstrated ability with materials and techniques, studio work including approach and attitude, successful completion of all projects and a final

work to be handed in at the end of the unit. A journal or sketchbook is to be kept throughout the unit and will be included in the assessment.

This unit provides students with the opportunity to combine imaginative and experimental techniques, in order to encourage a personal vision and style and a commitment to the practice of painting as a visual art discipline in its own right.

**Practical:** Art workshop classes. Consumables fee applicable.

#### ARTW 6008 Photography 1

3 credit points

Ms Ross

**Offered:** February, July. Classes: Practical studio and outdoor work.

**Assessment:** Application of skill to assignments (50%), final work (50%).

Quota 28 students

##### Objectives

This practical unit demonstrates techniques of basic black and white photography camera operations, film exposure and development and printing negatives.

##### Outcomes

Students should understand the principles and practice of camera operations for successful completion of the course.

A portfolio of finished work is assessed at the end of semester. The student is also assessed on the skills gained, their understanding of the principles of basic photography and darkroom work, their application to the unit and their performance during the unit. Individual assignments are designed to test progressive skill development.

This beginners' unit covers basic 35 mm SLR black and white photography and assumes the student has no prior photographic skills. Technical skills developed will include the operation of camera, exposure, lighting, processing, printing, developing and experimentation from exposed negatives.

**Practical:** Studio, outdoor shoots. Consumables fee applicable.

#### ARTW6 009 Photography 2

3 credit points

Ms Talbert

**Prerequisite:** Photography 1. **Offered:** February, July. Classes:

Practical studio and outdoor work. **Assessment:** Attendance and studio practice (20%), technical development (20%), final work(s) (60%).

Quota 28 students

##### Objectives

The unit aims to advance technical skills in the creation and printing of black and white negatives.

##### Outcomes

Students should become proficient with the skills of developing negatives from Kodalith (Film 2000) and Orthographic black and white film; techniques of montage in the camera and the enlarger; colour re-touching of prints using a broad selection of materials, i.e. photographic inks, food dyes, watercolours and gouache paints; and photographing art works in a studio and copy stand environment.

Assessment is ongoing and includes the areas of attendance, studio practice, technical skills and development and the completion of a final set of works.

This unit refines and develops the skills introduced in Photography 1. Students will research a number of different genres in photographic art history with a view to completing their own visual project in an area of interest to them. A critical attitude to the production and construction of images, including hand colouring and montage, will be encouraged.

**Practical:** Studio, outdoor shoots. Consumables fee applicable.

#### ARTW 6010 Screen Printing - Paper 1

3 credit points

Ms Fieldsend

**Offered:** February, July. Classes: Practical studio work.

**Assessment:** Design exercises (20%), attendance (10%), workshop practice (10%), research journal/image conception (20%), technical development (10%), final work (30%).

Quota 12 students.

##### Objectives

This unit will introduce the student to a range of screen printing techniques as well as developing creative and design skills. It will provide basic awareness of the history of screen printing in the graphic and the fine arts.

##### Outcomes

On successful completion the student should have gained a knowledge of a range of design techniques for screen printing and be familiar with screen printing stencils, including photo stencils, ink technology, image registration and editioning as well as experimental techniques. They should also have a basic understanding of colour and appreciation of screen printing in its graphic, industrial and fine arts applications.

Students will be assessed on attendance, workshop practice, a series of preliminary exercises and a working journal that shows an engagement with various screen printing techniques as well as design considerations. Assessment will also be of a final project which will be a multi-coloured edition or experimental series of screen prints showing imagination and technical proficiency.

This beginners' unit covers design development, the preparation of hand-cut, wax, and photo-emulsion stencils, colour mixing, image registration and editioning. Artist quality, water-based non-toxic inks are used. An awareness of historical and contemporary screen prints is also taught. Students will produce an edition of multi-coloured screen prints or a series of experimental works.

**Practical:** Art workshop classes. Consumables fee applicable.

#### ARTW 6011 Screen Printing - Paper 2

3 credit points

Ms Fieldsend

**Prerequisite:** Screen Printing - Paper 1. **Offered:** February, July.

Classes: Practical studio work. **Assessment:** Design exercises (20%), attendance (10%), workshop practice (10%), research journal/image conception (20%), technical development (10%), final work (30%).

Quota 12 students

##### Objectives

Students will develop and consolidate technical and imaginative skills in screen printing. They will gain the ability to use a wide variety of screen printing techniques showing accomplishment and originality, and a greater knowledge of screen printing in its graphic and fine arts applications.

##### Outcomes

Students should have an in-depth knowledge of a wide variety of techniques and be able to use them in a creative and imaginative way. They should also have the ability to utilise graphic and fine arts research in their studio work and should also have produced an edition of screen prints/series of experimental prints (usually on a larger scale than in Screen Printing - Paper 1) that shows a developed appreciation of technique, colour and image construction.

Students will be assessed on attendance, technical development and demonstrated familiarity with screen printing procedures and materials that are appropriate to the unit; completion of an edition of a series of prints that show an in-depth awareness of technique and design; a working journal that is kept throughout the unit; and their approach and attitude to their work and the unit.

This unit extends the students' skills and abilities acquired in Screen Printing - Paper 1, allowing students to develop their printing and creative skills while also allowing for greater experimentation and complexities in their design and technical applications.

**Practical:** Art workshop classes. Consumables fee applicable.

#### ARTW 6013 Sculpture 1

3 credit points

Mr Purhonen

**Offered:** February, July. Classes: Group demonstration and discussion, individual tuition and practical studio work.

**Assessment:** Two projects (50% each).

Quota 10 students

### Objectives

This unit should provide students with knowledge, skills and confidence to use a range of materials and techniques necessary for three-dimensional sculpture. They will be introduced to the conceptual and theoretical aspects of sculpture.

### Outcomes

The student should become aware of the inter-relationships between the technical, personal and conceptual concerns in sculpture making.

Assessment will be based on attendance at classes, participation in group discussions and the attempt to demonstrate the understanding and potential of various materials and processes and the attempt to develop and execute ideas, as evident in the complicated works.

This is an introductory unit for students with little or no previous experience in sculpture. A number of traditional sculptural techniques such as clay modelling, plaster mould making, casting in cement, soldering and welding will be taught and used to explore elementary aspects of three-dimensional form. The student will be required to complete two projects: to make a traditional portrait as well as a more conceptually-based work.

**Practical:** Art workshop classes. Consumables fee applicable.

### ARTW6 0 1 4 Sculpture 2

3 credit points

Mr Purhonen

**Prerequisite:** Sculpture 1. **Offered:** February, July. **Classes:** Group demonstration and discussion, individual tuition and practical studio work. **Assessment:** Two projects (50% each).

Quota 10 students

### Objectives

The unit will further develop the students' knowledge, skills and confidence to explore the potential and limitations of a variety of materials and techniques, as well as an awareness of contemporary sculpture to be able to produce more technically and conceptually advanced work.

### Outcomes

Students should become aware of a broader field of possibilities of expression in the three-dimensional medium.

Students will be required to keep a visual journal which will form part of the assessment. Assessment will also be based on attendance at classes, participation in group discussions and the attempt to demonstrate the understanding and potential of materials and processes, and the attempt to develop and execute ideas, as evident in the completed works.

This unit will allow students to increase their level of technical skills and understanding of three-dimensional form and its context. Various fabrication techniques will be taught. Students will be asked to look at contemporary examples of sculpture and installation art and will be encouraged to combine non-traditional materials and techniques or other media with traditional sculptural processes.

**Practical:** Art workshop classes. Consumables fee applicable.

### ARTW6 0 0 4 Solar Etching

3 credit points

Ms Martin

**Offered:** February, July. **Classes:** Practical studio work.

**Assessment:** Attendance (10%), studio skills (20%), image concept (20%), and final portfolio (50%).

Quota 14 students

### Objectives

The unit aims to develop various levels of image making, while extending technical skills and exploring etching as an artistic medium. Students will understand the fundamentals of how a print is manipulated, produced and printed. Solar etching is a contemporary, safe alternative to traditional etching, using ultra violet light to etch the image rather than nitric acids.

### Outcomes

At the conclusion of the unit students will have gained a broad understanding of the techniques required to produce an etching and have a working understanding of chemicals, equipment and materials used in the studio. Students will build on their experience using a combination of textures, photographs, found ob-

jects and computer images, as well as existing architecture designs, as a means to creating their original prints.

The assessment is ongoing, encompassing studio practice, punctuality and attendance. Studio work includes approach, attitude and successful completion of all projects. Students' ability to apply the techniques demonstrated and originality of work produced in the final portfolio is assessed.

This unit introduces students to a wide range of mark-making techniques relevant to the etching process. They will acquire a broad understanding of how an etching is made. Emphasis will be placed on skills, process and conceptual awareness relevant to developing their own personal vision.

**Practical:** Art workshop classes. Consumables fee applicable.

### ARTW 6012 Textile Design and Printing

3 credit points

Ms Fieldsend

**Offered:** February, July. **Classes:** Practical studio work.

**Assessment:** Attendance (10%), workshop practice (10%), working journal (20%), technical development (15%) and final work (45%).

Quota 10 students

### Objectives

The purposes of this unit are to provide students with the knowledge and skills to design for and print on textiles; for students to gain an appreciation of textile decorative art in both clothing and furnishing applications; and to experiment with various techniques and to develop finished textile prints that exhibit an imaginative understanding of colour and design as well as technical proficiency.

### Outcomes

On successful completion of this unit the students should have gained a knowledge of a range of stencils (wax emulsion, photo-stencils and paper); be familiar with ink technology and its relation to various fabrics; have an appreciation of textile decorative art; be aware of design in its application to textiles; and have completed two finished prints - showing an ability to print a multi-coloured placement print, and a length of fabric - using scatter, over and repeat printing.

Students are assessed on attendance, technical development and demonstrated proficiency with screen printing procedures and materials, and the successful completion of a series of preliminary design and technical exercises leading to two final projects - a placement print and a length of printed fabric. Included in the assessment is a working journal that is kept throughout the unit as well as the students' approach and attitude to their work and the unit.

This beginners' unit investigates and teaches hand painting, paper, wax and photostencils, mixing and fixing of inks, design and colour exercises as related to suitable fabrics; scatter printing, over printing, repeat pattern and multi-colour printing.

**Practical:** Art workshop classes. Consumables fee applicable.

### ARTW 6016 Art Elective 1

3 credit points

**Offered:** February, July. **Classes:** Independent study elective.

**Assessment:** Attendance (in consultation with lecturer) 10%, studio skills and techniques 20%, self-directed project measured against aims and objectives of the student 70%.

Art elective units may, but not always, require the prerequisites of level 1 or 2 in the same studio area. The student may attend the normal unit timetable or in consultation with the lecturer devise a more difficult project with a customised timetable.

This will be a self-directed project which is submitted by the student to the lecturer and assessed by the lecturer and the director of the Art Workshop.

For example, an Art Elective 1 in oil painting may be taken as an advance on painting in acrylics level 1 and 2.

**Practical:** Consumables fee applicable.

### ARTW 6017 Art Elective 2

3 credit points

**Prerequisite:** Art Elective 1. **Offered:** February, July. **Classes:**

Independent study elective. **Assessment:** Attendance (in consultation with lecturer) 10%, studio skills and techniques 20%, self-directed project measured against aims and objectives of the student 70%.

See description for Art Elective 1.

For example, a special edition of prints may be the core of a self devised project building on the prerequisites of Screenprinting 1 and 2 or Etching 1.

**Practical:** Consumables fee applicable.

#### ARTW6 0 1 8 Art Elective 3

3 credit points

**Prerequisite:** Art Elective 1 & 2. **Offered:** February, July. **Classes:** Independent study elective. **Assessment:** Attendance (in consultation with lecturer) 10%, studio skills and techniques 20%, self-directed project measured against aims and objectives of the student 70%.

See description for Art Elective 1.

**Practical:** Consumables fee applicable.

#### ARTW6 0 2 7 Advanced Art 1 A

4 credit points

**Prerequisite:** Art workshop 1 in the appropriate medium, with a result of at least 65%. **Offered:** February. **Classes:** practical studio work, lectures, discussion, exhibition. **Assessment:** Attendance 10%, separate studio assessment for technical development, visual research book and final artwork.

Advanced Art units include an advanced use of media, artistic content and design, art theory, the production of a visual research book and a final project. The unit's theme will be published prior to enrolment. As the project of the Advanced Art unit changes each year, students may take the unit more than once.

Studios involved are:

- Ceramics
- Film/video
- Photography
- Painting/drawing
- Screen printing on paper and fabric
- Mixed media

**Practical:** Art workshop classes. Consumables fee applicable.

#### ARTW6 0 2 8 Advanced Art 2 A

4 credit points

**Prerequisite:** Art workshop 1 in the appropriate medium, with a result of at least 65%. **Offered:** February. **Classes:** practical studio work, lectures, discussion, exhibition. **Assessment:** Attendance 10%, separate studio assessment for technical development, visual research book and final artwork.

Advanced Art units include an advanced use of media, artistic content and design, art theory, the production of a visual research book and a final project. The unit's theme will be published prior to enrolment. As the project of the Advanced Art unit changes each year, students may take the unit more than once.

Studios involved are:

- Ceramics
- Film/video
- Photography
- Painting/drawing
- Screen printing on paper and fabric
- Mixed media

**Practical:** Art workshop classes. Consumables fee applicable.

#### ARTW6 0 2 9 Advanced Art 1 B

8 credit points

**Prerequisite:** Art workshop 1 in the appropriate medium, with a result of at least 65%. **Offered:** February. **Classes:** practical studio work, lectures, discussion, exhibition, essay. **Assessment:** Attendance 10%, essay 20%, exhibition assistance 10%, separate studio assessment for technical development, visual research book and final artwork.

Advanced Art units include an advanced use of media, artistic content and design, art theory, the production of a visual research book and a final project. The unit's theme will be published prior to enrolment. As the project of the Advanced Art unit changes each year, students may take the unit more than once.

Studios involved are:

- Ceramics
- Film/video
- Photography
- Painting/drawing
- Screen printing on paper and fabric

- Mixed media

Students are required to complete a 2000-word essay.

**Practical:** Art workshop classes. Consumables fee applicable.

#### ARTW6 0 3 0 Advanced Art 2 B

8 credit points

**Prerequisite:** Art workshop 1 in the appropriate medium, with a result of at least 65%. **Offered:** February. **Classes:** practical studio work, lectures, discussion, exhibition, essay. **Assessment:** Attendance 10%, essay 20%, exhibition assistance 10%, separate studio assessment for technical development, visual research book and final artwork.

Advanced Art units include an advanced use of media, artistic content and design, art theory, the production of a visual research book and a final project. The unit's theme will be published prior to enrolment. As the project of the Advanced Art unit changes each year, students may take the unit more than once.

Studios involved are:

- Ceramics
- Film/video
- Photography
- Painting/drawing
- Screen printing on paper and fabric
- Mixed media

Students are required to complete a 2000-word essay.

**Practical:** Art workshop classes. Consumables fee applicable.

## BSc(Arch) Honours

### ARCF 6001 Preparatory Honours Research

4 credit points

Prof. Moore, Dr Hill and staff

**Offered:** July. **Classes:** lectures. **Assessment:** A developed research proposal that provides a rationale for the research, articulated research question, review of relevant literature, and detailed statement of research design, methods of information collection and data analysis.

#### Objectives

The unit aims to equip students with the research, scholarly and writing skills needed to prepare an honours thesis or similar research and scholarly documents. It will provide an introductory overview of basic research and scholarship techniques; basic methodological skills; information search, storage and retrieval techniques; and organisation and writing skills for completing a scholarly research document.

#### Description

The unit is divided into two parts. The first will cover the following basic issues that are involved in an honours thesis: deciding on a research topic; research design; searching for and analysing or interpreting information; managing a research project; writing a research proposal. The second part will involve each participant working with the instructor, other members of the seminar and his or her supervisor to produce an accepted research proposal.

#### Outcomes

At the completion of the unit, students will be expected to have acquired the skills necessary for the successful completion of an honours thesis or equivalent scholarly research document.

### Thesis and Research Methods

48 credit points

**Prerequisite:** Preparatory Honours Research. **Offered:** Full Year (starts Feb), Full Year (starts Jul). **Classes:** Research with the possibility of coursework if needed for or associated with the research topic. **Assessment:** Thesis, plus associated approved coursework.

48 credit points over two semesters. Enrolment will be in four 12 credit point units, Thesis and Research Methods 1-4. Students will receive a result of incomplete (INC) for units 1-3 and a final result will be entered for unit 4.

#### Admission

Admission to the BSc(Arch) Honours degree is determined by the BSc(Arch) Program Committee which will consider the candidate's academic record over the three years of the Pass

degree. Minimum requirements for admission are a WAM of 70, completion of ARCF 6001 and an approved thesis topic and supervisor. In exceptional cases, the Committee may admit a student with a WAM over 65, along with an approved thesis topic and supervisor. Assessment and the award of Honours is based on the overall performance of the candidate using a mark derived from weighting the mark for the honours thesis at 65% and the weighted average mark of the Pass degree studies plus any approved coursework taken during the Honours year at 35%.

*Description*

The BSc(Arch) Honours degree is a degree focusing on research or scholarship. The candidate is required to propose a research or scholarship project and obtain the approval of a supervisor, to conduct the research or scholarly investigation under the direction of a supervisor, and to summarise the results in the form of a written thesis. There are a number of alternative ways of conducting research and scholarship in the Honours year, including: conducting original research or scholarship in any of the disciplinary areas of the Faculty, conducting research in association with one of the Faculty's research centres or laboratories, conducting scholarship which may rely most heavily on library research and scholarship of archival documents, field research involving travel and intensive investigation in another location, and/or undertaking a research or scholarly project at an approved Australian or overseas university. In some cases, coursework may be approved if it is needed for or directly associated with the research topic.

*Outcomes*

At the completion of the Honours year students will be expected to have acquired the skills of scholarly research necessary for the successful completion of an Honours thesis making a contribution to the discipline.



# Units of study for BArch students

## The Bachelor of Architecture

The aim of the professional BArch program is to train the innovative and talented architects of the future. The program recognises that not all graduates will be, or will want to be, design architects, and recognises the importance of providing opportunities for all students to develop their own strengths. This may include taking a joint degree, or the development of a specialisation. Building on the BSc(Arch), the BArch further develops students' design and technical abilities, as well as their intellectual and professional skills. This occurs through units offered in the subject areas of design, architectural technologies, cultural studies, and professional practice and management. Additionally, elective units may be taken in the Faculty's graduate courses or in other Departments in the University. The BArch requires the completion of 96 credit points of which 70 are mandatory. Twenty-one of the mandatory credit points can be taken in the first or second year of the program. This allows students to substantially plan their studies in accordance with their educational needs and interests. An opportunity exists for students to undertake an exchange program in semester 3 of the BArch. The elective Advanced Study Report provides an opportunity for independent research and may be completed here or while on exchange.

## Architectural Design

An important aspect of becoming an architect is the cultivation of the imagination and independent thought combined with competence in action. The design units take this into account, and as in the BSc(Arch), these units continue to emphasise the importance of people, purpose, place, environment and expression in the design of the built environment.

The design units take into account the growing importance of the city, as a place of home and work, and the need to reinterpret the metropolis in the context of globalisation and environmental issues. The design of civic as well as institutional and commercial buildings and spaces, understanding and interpreting place in the city fabric, as well as the way people in this region might live in the future, are significant design issues. The BArch program recognises that students need to develop their own ethical position, and provides opportunities through the units of study to do so.

Students are required to take four semesters of design in the BArch. Units offered in the March semester are vertically integrated so that fourth and fifth year students have the opportunity to work with, and learn from, each other. These units will provide choice of project and teacher, and a range of design issues for exploration. Units offered in the July semester have a professional orientation, and will be integrated with technical units. In this way the constraints and challenges of practice are replicated, and learning is facilitated by case study and problem based learning. These units will help develop professional skills, knowledge and understanding. The open studios in the March semester will focus more on the development of creative thinking, design ideas and philosophies, but will at all times offer options that deal with clients, communities, and professional issues. In all design units it is assumed that precedent is studied so as to better establish an understanding of building types and their users.

## Mandatory units

### ARCH 2106 Open Architectural Design Studio 1

8 credit points

To be decided

**Offered:** February. **Classes:** Studio and lectures. **Assessment:** Each project submission will be assessed in relation to the objectives of the unit and the specific aims of the project.

#### Objectives

Through projects offered by Faculty staff and visiting design practitioners, this unit of study will provide students with an opportunity to work on projects of their choice. Projects will seek to explore a range of design issues and ideas, drawing on contemporary thinking in theory and practice. When appropriate, national and international competitions will be offered. Interdisciplinary approaches to design will be encouraged, as will the exploration of diverse modes of communication. The emphasis in the Open studio will be on exploring architectural ideas and propositions, and the development of design philosophies in relation to the activity of design. Cultural and environmental sustainability, as well as a reflective mode of teaching and learning, will provide a context within which all projects will be framed. It is assumed that sound technical judgement will inform the projects explored in the unit of study.

#### Outcomes

At the successful completion of the unit students will have:

- extended their ability to develop creative responses to a design brief or situation
- extended their capacity to articulate the nexus between a design philosophy or theory and the activity of design
- extended their understanding of the cultural and environmental framework of design
- applied these understandings, and demonstrated good architectural judgement, and
- communicated the design ideas effectively through: drawings, models, CAD etc.

### ARCH 2107 Integrated Architectural Design Studio 1

8 credit points

**Corequisite:** Advanced Construction; Architectural Structures and Materials. **Offered:** July. **Classes:** Studio and lectures.

**Assessment:** Each project submission will be assessed in relation to the objectives of the unit and the specific aims of the project.

#### Objectives

Through integration with Contract Documentation and Architectural Structures and Materials, this unit will provide students with the opportunity to approach the design of a building in a holistic way. Projects will seek to explore the design of building types, and their context, where an appropriate level of investigation in the preparation of contract documents and the resolution of structures can be achieved. Cultural and environmental sustainability, as well as a reflective mode of teaching and learning, will provide a context within which all projects will be framed. It is assumed that a sound design philosophy will inform the projects explored in the unit of study.

#### Outcomes

At the successful completion of the unit students will have:

- proposed projects which successfully integrate technical requirements
- enhanced their professional attitude to design
- extended their understanding of the cultural and environmental framework of design
- applied these understandings, and demonstrated good architectural judgement, and
- communicated the design ideas effectively through: drawings, models, CAD etc.

### ARCH 3104 Open Architectural Design Studio 2

8 credit points

**Prerequisite:** Open Architectural Design Studio 1. **Offered:**

February. **Classes:** Studio and lectures. **Assessment:** Each project submission will be assessed in relation to the objectives of the unit and the specific aims of the project.

*Objectives*

Through projects offered by Faculty staff and visiting design practitioners, this unit will provide students with an opportunity to work on projects of their choice. Projects will seek to explore a range of design issues and ideas, drawing on contemporary thinking in theory and practice. When appropriate, national and international competitions will be offered. Interdisciplinary approaches to design will be encouraged, as will the exploration of diverse modes of communication. The emphasis in this studio will be on exploring architectural ideas and propositions, and the development of design philosophies in relation to the activity of design. Cultural and environmental sustainability, as well as a reflective mode of teaching and learning, will provide a context within which all projects will be framed. It is assumed that sound technical judgement will inform the projects explored in the unit of study.

*Outcomes*

At the successful completion of the unit students will have:

- extended their ability to develop creative responses to a design brief or situation
- extended their capacity to articulate the nexus between a design philosophy or theory and the activity of design
- extended their understanding of the cultural and environmental framework of design
- applied these understandings, and demonstrated good architectural judgement, and
- communicated the design ideas effectively through: drawings, models, CAD etc.

ARCH 3105 Integrated Architectural Design Studio 2  
8 credit points

**Prerequisite:** Integrated Architectural Design Studio 1.

**Corequisite:** Applications of Technology in Architectural Design.

**Offered:** July. **Classes:** Studio and lectures. **Assessment:** Each project submission will be assessed in relation to the objectives of the unit and the specific aims of the project.

*Objectives*

Through integration with Applications of Technology in Architectural Design, this unit will provide students with the opportunity to approach the design of a building in a holistic way. This semester long project will seek to explore the design of a building type, and its context, so that an appropriate level of resolution of architectural issues and technical systems can be achieved. Cultural and environmental sustainability, as well as a reflective mode of teaching and learning, will provide a context within which all projects will be framed. It is assumed that a sound design philosophy will inform the projects explored in the unit of study. For most students this studio will be the graduation project, and students will be expected to demonstrate a clear grasp of the design process in its technical and professional context, and to produce work of a standard expected by the profession of graduating students.

*Outcomes*

At the successful completion of the unit students will have:

- proposed a project which successfully integrates technical requirements
- enhanced their professional attitude to design
- extended their understanding of the cultural and environmental framework of design
- applied these understandings, and demonstrated good architectural judgement.
- communicated the design ideas effectively through: drawings, models, CAD etc. and
- demonstrated a capacity to produce work of the standard of a professional.

ARCH 3102 Applications of Technology in Architectural Design

6 credit points

**Prerequisite:** Building Services Systems, Advanced Construction, Architectural Structures and Materials, Integrated Architectural Design Studio 1. **Corequisite:** Integrated Architectural Design

Studio 2. **Offered:** July. **Classes:** Building visits, seminars and studio classes. **Assessment:** Assignments (80%) and building construction or engineering drawings of the BArch major project (20%).

*Objectives*

The unit aims to develop knowledge and skills in advanced construction, building service systems, architectural structures, materials and environmental modification.

*Outcomes*

The expected outcomes are the resolution of construction and structural issues (tectonics) and the integration and coordination of building services and environmental control.

Marking of assignments and the major project is informed by the required outcomes.

The unit involves the considered resolution of construction, structure and materials in relation to the major design project, in short: the tectonic resolution of the design; the application of building service systems; the application of a range of climate modification systems and the strategic consideration of electrical systems, lifts and hydraulic services; and the strategic and detailed consideration of an ecologically sustainable building.

Practical: Studio classes, site visits.

**Elective units**

ARCH 6063 **Master Planning**

3 credit points

**Classes:** Contact Faculty.

Contact Faculty for details.

ARCH 6066 Building Programming Elective A

3 credit points

**Offered:** February, July. **Classes:** Independent study elective.

For this unit students are able, by means of private study and research, to explore in depth a selected topic. In the first instance students should obtain written approval of their proposed study from a lecturer in the area concerned. This approval should then be handed to the Faculty's Student Services Office.

ARCH 6013 Architectural Design Elective A

3 credit points

**Offered:** February, July. **Classes:** Independent study elective.

This elective enables students to undertake additional design work. This may be an individually structured program or, for example, related to an architectural design competition sponsored by a professional institute. In all such cases application must be made for approval, setting out the specific educational objectives of the project, and the program of work proposed.

ARCH 6014 Architectural Design Elective B

5 credit points

**Offered:** February, July. **Classes:** Independent study elective.

This elective enables students to undertake additional design work over the two years of the degree. This may be an individually structured program or, for example, related to an architectural design competition sponsored by a professional institute. In all such cases application must be made for approval, setting out the specific educational objectives of the project, and the program of work proposed.

**History and Theory of Architecture**

Studies in this area are concerned with underlying principles and concepts of architecture. The units presented examine theories, models and parameters for the creation of architecture and the physical outcome of these in built form.

**Mandatory units**

ARCH 2102 Theory of Architecture

3 credit points

Dr Hill

**Offered:** July. **Classes:** Lectures and seminars. **Assessment:** Three seminars (15% each) and an assignment (55%).

*Objectives*

The unit aims to encourage familiarity with some of the important theoretical writings about the discipline, to stimulate a questioning approach to theoretical positions in architecture, and to provide opportunities for structured discussion and debate about the fundamental attributes of architecture.

*Outcomes*

At the conclusion of the unit participants should be able to refer with confidence to the views and arguments of a representative range of important theorists, demonstrate an open-minded, receptive and inquiring position about architectural theories, and show that they have formed some thoughtful ideas about the essential qualities of architecture.

The assessments are based upon the achievement of the students in seminars and written work specifically in relation to the objectives of the course and to the outcomes.

The first part of this unit provides an opportunity to review and reflect on the fundamental and timeless attributes of architecture. A series of questions are raised as a basis for argument. Lectures provide an introduction to various positions and arguments which relate to these questions. Some of the core questions deal with issues of the integrity of structure and form, the nature and expression of materials, environment and context, the relation of moral and political issues to architectural expression, the role of formal themes, and the nature of meaning in architecture.

The second part of the unit explores some issues which are the subject of current debate, and which are also of critical importance to understanding of the nature of architecture.

**ARCH 2104 Architecture in the Twentieth Century**

5 credit points

**Offered:** February. **Classes:** Lectures and seminars. **Assessment:** Two short in-class tests on the mandatory readings (20%), and a 2500-3000W essay (80%).

*Objectives*

The unit presents selected topics on major issues addressed in architecture in the early Modern Movement and during the second half of the twentieth century. It aims to explain the rationale behind the evolution of the theoretical and formal aspects of modern architecture and some of the various strands that characterise the search for a relevant architecture today.

*Outcomes*

It is intended that students will:

- have knowledge and insight into the evolution of architectural thought and built form during the twentieth century;
- be able to enter into informed and critical debate on architectural issues;
- be in a sound position to place their own work in the context of historical architectural development;
- be able to assess the value and relevance of the contemporary work of others as it relates to their own endeavour; and
- be culturally educated individuals, well-informed and confident in determining their own stance regarding value in architectural ideology and performance.

The tests and the essay are designed to indicate the extent to which the student can both discourse on, and apply knowledge of, this history to their own and others' architectural works.

The unit is presented in two parts. The first part covers the emergence of modern architecture in Europe and America, and the development of the ideas and proposals arrived at through the heroic phase of the 1920s and 1930s. The second part looks at the dominance of modern architecture following the Second World War and the early critiques. This is followed by an analysis of the emergence of postmodern thought and the various directions being pursued to find viable and meaningful designs for the current period.

**Elective units****ARCH 6053 Architecture, Poststructuralism & Contemporary Thought**

3 credit points

**Classes:** Lectures. **Assessment:** Essay.

*Objectives*

To show the close relationship of philosophical thinking and architecture, with special reference to the way in which the ideas which have prevailed since the Enlightenment have been reflected in architectural forms and in attitudes towards architectural practice; and to show how these perspectives are now being subjected to an intense scrutiny which is transforming some of our fundamental understandings of architecture. The course is intended to introduce, in broad outlines, some of the main themes of contemporary thought, and to show their relevance to architectural theory and practice.

*Outcomes*

It is expected that at the end of the unit students will have an introductory knowledge of the manner in which architecture relates to ideas, and that students will have some familiarity with the more important themes in contemporary thinking.

The assessment will be based on an essay in which students will be expected to indicate the implications for architectural theory and practice of some aspect of contemporary thought.

The unit looks at the foundations of the modern outlook in the philosophies of Plato and the Enlightenment thinkers, and traces these influences through to Structuralism. It then proceeds to describe the contemporary critique of these ideas, concentrating on the thinking of the Poststructuralists, the Postmodern philosophers of science, and hermeneutic philosophy. In each case the implications for architecture will be spelt out.

**ARCH 6054 History and Theory Group Research Project**

5 credit points

**Classes:** Depends on the nature of the project. **Assessment:** As appropriate to the specific project.

*Objectives*

The unit aims to encourage group research activity, to familiarise students with research disciplines and methods, and to advance knowledge and scholarship.

*Outcomes*

These will be related to the specific project.

The group research project will be initiated by various members of staff and will be concerned with areas of investigation in pertinent historical enquiry and critical theoretical studies. The content, method and practical aims of the research will depend on the nature of the enquiry. Details of the specific programs for each year will be made available prior to enrolment. A series of public lectures will be held in relation to the project.

**ARCH 6051 History of Eastern Architecture**

3 credit points

**Prerequisite:** BSc(Arch) students only: History of the Built Environment A & B. **Classes:** Lectures. **Assessment:** Design, with explanatory text.

*Objectives*

To introduce students to concepts of cultural interpretation and understanding by juxtaposing the principles underlying and determining the architectural forms of a number of Asian cultures with those which operate in the production of present-day Western architecture. This is done not only to introduce the student to unfamiliar forms of architecture, but also to use the unfamiliar as a means of bringing into focus and reassessing contemporary preconceptions concerning the nature and function of architecture. In this way the course aims to analyse the relevance of unfamiliar architectural concepts to contemporary practice.

*Outcomes*

It is expected that at the end of the unit students will have an introductory knowledge of the principles operating in the architectures of a number of Eastern cultures; that they will be familiar with the manner in which these architectures relate to other aspects of culture; and that they will have an introductory familiarity with some aspects of the dynamics of cultural interpretation and understanding.

The assessment will be based on a model and/or drawings of a design for a building in an Australian setting. The building will translate the principles underlying one Asian architecture into forms having an Australian relevance. The design will be ac-

accompanied by a short text explaining the principles involved and the manner in which they have been translated. Assessment will be based on the degree to which the design successfully translates principles from one cultural setting to the other.

Lectures will examine the traditional architectures of India, Cambodia, Indonesia, China, Japan and Islam, showing how the architectural forms relate to and embody mythical, religious and cultural concepts, and indicating the principles determining the distinguishing characteristics of the architecture.

#### ARCH 6083 History of Landscape Design post-1700

3 credit points

Dr Lamb

Offered: July. **Classes:** lectures. **Assessment:** essay (3000 words).

##### *Objectives*

The unit will introduce students to some of the major landscape movements which have developed in various countries throughout the world during the last three centuries and will examine the design theories, personal philosophies and important works of some of the most influential designers who have been involved with the development of modern landscapes.

##### *Outcomes*

At the end of the unit students will be more informed and equipped with an understanding of the major landscape movements of our time.

Beginning with an overview of design styles fashionable in Europe and North America during the eighteenth century tire lectures examine the changing social patterns and the expanding frontiers of development on a world-wide scale.

#### ARCH 6049 History of Urban Design pre 1800

3 credit points

**Prerequisite:** BSc(Arch) students only: History of the Built Environment A & B. **Classes:** Lectures. **Assessment:** Three short assignments (10% each), one group assignment (30%) and one main assignment (40%).

##### *Objectives*

The unit aims to provide an introduction to the most significant urban forms throughout history as reference sources for future work of students, to encourage familiarity with the basic reference material related to each historical period, and to discuss the relevance of historical precedents for our own time and our own work.

##### *Outcomes*

At the conclusion of the unit students will be familiar with a typical range of important historic places and cities, understand their genesis, and be able to use this material creatively in their future work. Students will be required to demonstrate this familiarity and understanding through their unit assignments.

The unit is concerned with the evolution of ideas and principles of urban design and with the relationship between society and the formal organisation of the urban environment. It explores these ideas and principles through analysing the development of urban places and spaces from early civilisations to the end of the 18th century. The main emphasis is upon Western civilisations, with some references to other cultures.

With usually relatively large groups a lecture/slide/discussion format is followed together with introduction of video material and study of maps of historic cities.

#### ARCH 6050 History of Urban Design post 1800

3 credit points

**Prerequisite:** BSc(Arch) students only: History of the Built Environment A & B. **Classes:** Lectures. **Assessment:** Three assignments (33% each).

##### *Objectives*

The unit aims to provide an introduction to the most significant urban forms throughout the 19th and 20th centuries as reference sources for future work of students, to encourage familiarity with the basic reference material related to each historical period, and to discuss the relevance of historical precedents for our own time and our own work.

##### *Outcomes*

At the conclusion of the unit students will be familiar with a typical range of important historic places and cities, understand

their genesis, and be able to use this material creatively in their future work. Students will be required to demonstrate this familiarity and understanding through their unit assignments.

The unit is concerned with the evolution of ideas and principles of urban design and with the relationship between society and the formal organisation of the urban environment. It explores these ideas and principles through analysing the development of urban places and spaces during the 19th and 20th centuries. The main emphasis is upon Western civilisations, with some references to other cultures.

#### ARCH 6030 Renaissance to Baroque Architecture in Italy

3 credit points

Mr Korzeniewski

**Classes:** Lectures and tutorials. **Assessment:** Study of a well-documented work from this period by means of sketches, drawings and models.

##### *Objectives*

The unit will introduce students to the works and ideas of this important tradition in architectural history and provide an opportunity to study one of them in detail.

##### *Outcomes*

Following from above, an increased ability to understand architectural ideas and their resolution in the made work, and increased skill in sketching, drawing and model-making. This is achieved through the assessment on the basis of the quality of thought and work done as well as notebooks with sketches done during lectures.

This unit is concerned with architectural approaches to the making of buildings, civic spaces and gardens in this important period of architectural achievement. The works of some of the great architects of the 14th to 18th centuries: Brunelleschi, Alberti, Michelangelo, Palladio, Borromini, Bernini and Guarini, are examined in some detail. Reference is made to Greek, Roman and medieval precedents and the urban Italian tradition, which was the setting in which the Renaissance flourished.

#### ARCH 6052 Seminars on Contemporary Architecture

3 credit points

**Prerequisite:** Architecture in the Twentieth Century (or corequisite).

**Classes:** Seminars. **Assessment:** Class participation, weekly readings, seminar presentation, bibliography on seminar topic, and a critically developed paper on seminar topic and full bibliography.

##### *Objectives*

The unit will provide a forum for discussion of current issues in architecture; encourage and foster critical thought and analysis; encourage informed and critical debate; investigate the rationale behind some considerations within the various complex strands that characterise the search for a relevant architecture today; encourage and assist students in undertaking research and enquiry; and provide experience in presenting ideas and research findings in a seminar.

##### *Outcomes*

At the end of the unit students should be familiar with the literature and works associated with the topic, be more highly skilled in research techniques and presentation, and have been exposed to a critical method of analysis and appreciation.

The specific areas of investigation will vary but they will be issues of concern pertinent to contemporary architecture.

#### ARCH 6055 Special Topics in Architectural History and Theory A

3 credit points

For current offerings, refer to the department.

#### ARCH 6057 Theatre Design and History

3 credit points

Assoc Prof Thorne

**Classes:** Lectures, seminars and site visits. **Assessment:** Seminar paper (25%), end of semester essay (50%) and a descriptive analysis of attending a required performance (25%).

##### *Objectives*

The unit will teach the student about the place of theatre (including cinema) in society, how this developed and changed and

how the design of the buildings or venues have reflected the changes over time in Western society, in particular; and what the total experience of attending a theatre involves.

#### *Outcomes*

Students will know the general attributes of the viewer/viewed system inherent in passively viewed performances (live and cinematic), how they have been treated historically, and how they apply today. They will also know how the experience of attending a performance goes beyond simply sitting in an auditorium and watching it - what comprises a 'sense of occasion' in the theatre.

The seminar paper requires each student to research a different topic and present it verbally and in written form, based on the first outcome, with each student learning from each other's efforts. The descriptive analysis will be of a required attendance at a theatre performance at the time and should produce the second outcome. The end of semester essay will be an overview to cover both outcome statements.

The unit will cover theatre forms from Greek and Roman to the eclectic use of viewer-viewed formats of today. The rise of cinema out of a vaudeville-variety tradition will be traced together with evidence to show that cinema buildings from the 1920s to 1950s are possibly the most socially significant buildings of their time. Attendance at least at one theatre performance will be required. (This will be according to a list providing some choice relevant to when the unit is conducted.)

Practical: Site Visits.

## Building Technology and Economics

Units in this area deal with the construction of non-domestic scale buildings and are designed to acquaint students with the theory and practice of current building materials and techniques. The mandatory core unit is Advanced Construction. The other units enable students to develop an understanding of the economics of construction, the building industry, and to pursue particular subjects in depth.

### Mandatory units

#### ARCH 2103 **Advanced Construction**

5 credit points

Mr Taylor

**Corequisite:** Integrated Architectural Design Studio 1. **Offered:** February. **Classes:** Lectures, tutorials and site visits. **Assessment:** Three assignments. Two are linked to design projects and have two parts - the first explores issues and options arising from performance criteria and the impact of the Building Code of Australia; the second shows and explains initial design and construction decisions, including responses to the BCA. The third requires a number of drawings of construction layouts and details of the finalised design.

#### *Objectives*

The unit aims to:

- examine the construction of the primary elements of the fabric of large buildings;
- further develop the principles of the performance of structure, materials and construction;
- develop the application of the requirements of the BCA and relevant Australia Standards;
- develop the primacy of detailing, skills in accurate drafting for contract documents, and the design principles of advanced construction materials in relation to structural and environmental concerns.

#### *Outcomes*

On successful completion of this unit students will have a working knowledge of construction methods for large/complex buildings; a decision making ability for the selection of materials, detailing of assemblies, and their relation to other parts of a building; and a working knowledge of the BCA for large buildings, the relationships between construction detailing and structural and environmental concerns, and the production of construction details for contract documents.

Each assignment is structured to exercise the learning and develop the ability of each student for one or more of the above outcomes within the context of large buildings.

The unit covers the essential design elements and controls for construction design issues; buildability; programming and equipment; building elements, foundations and basements; cores, frames and floors; external walls; roofs; internal walls and ceilings.

Practical: Site visits.

### Elective units

#### ARCH 6022 **Cost Planning and Control**

3 credit points

**Classes:** Lectures.

#### *Objectives*

The unit will outline the principles and techniques of cost planning and control, including feasibility studies, methods of finance, costs in use, and the role of the architect and quantity surveyor.

#### *Outcomes*

The student will understand the influence of cost issues on building design, understand factors influencing initial cost and costs in use, and be aware of the roles of quantity surveyor and other consultants.

The assignments will emphasise the first two outcomes.

The unit outlines the principles and techniques of cost planning and control, including feasibility studies, estimating, methods of finance, costs in use, the Australian Standard Method of Measurement of Building Works, and the role of the quantity surveyor.

#### ARCH 6043 **Materials and Methods**

5 credit points

**Classes:** Lectures, tutorials and site visits. **Assessment:** 2 assignments (70% and 30%).

#### *Objectives*

The unit aims to extend understanding and knowledge of the construction of non-domestic scale buildings beyond that of mandatory construction units of study, both in scope and depth.

#### *Outcomes*

On successful completion the student will (i) have gained a greater understanding of tolerances, assembly, joints, fixing methods, and the impact of the sequence of construction; (ii) have gained a greater understanding of the mechanisms of weathering, and how to design for it; and (iii) have demonstrated an ability to analyse and evaluate alternative solutions to demonstrate knowledge of (i) and (ii).

The development and detailing of part of a design is assessed against design intent and performance criteria. The understanding of weathering is assessed by the quality of observation and deduction shown. The unit consists of lectures and site visits covering the material listed above. Students are asked to develop and detail parts of a building from an earlier design program. They are required to describe the performance of that part of the building to be developed. Tutorials are held on work in progress.

#### ARCH 6009 **The Building Industry in Australia**

3 credit points

**Classes:** Lectures, seminars and site visits.

#### *Objectives*

The unit will increase the understanding of the organisation, structure and operations of the building industry, including building materials' manufacturing, and will explore the present and future role of architects in it.

#### *Outcomes*

The student will gain an understanding of the interrelationships between the factors that influence the industry, be exposed to some organisations in the industry and increase their understanding of the role and influence of architects. The seminars will demonstrate the student's understanding of lecture material and other sources, and the assignment their ability to write about it.

The unit presents an overview of the building industry including its role in the national economy, the nature of organisations

and processes that produce buildings, the role of various organisations within the industry, e.g. manufacturers, builders, unions. The present and future role of architects is described. Students present seminars at some of the organisations studied.

**Practical:** Site visits.

ARCH 6034 Technology and Economics Elective A  
3 credit points

**Offered:** February, July. **Classes:** Independent study elective.

For this unit students are able, by means of private study and research, to explore in depth a selected topic. In the first instance students should obtain written approval of their proposed study from a lecturer in the area concerned. This approval should then be handed to the Faculty's Student Services Office.

## Building Services and Environmental Controls

This area covers the use of mechanical and electrical services systems in buildings, and aspects of building science relating to heat, light, sound and the natural environment. It includes the effect of wind, sun and fire on the building and its surroundings, building acoustics, security systems and conventional and alternative energy systems including energy-conservative design.

The units of study in this area are based on the assumption that a student has completed the mandatory courses in the BSc(Arch). The mandatory courses in this area are intended to provide a minimum level of familiarity with and practice in the use of the services systems most commonly encountered in building design. The specific and general elective units are intended to allow study in more depth of particular aspects.

### Mandatory units

DESC 2101 Building Services Systems

3 credit points

Mr Nelson

**Offered:** February. **Classes:** Lectures, tutorials and site visits.

**Assessment:** Two assignments in conjunction with design projects (25%, 50%), report on building under construction (25%).

*Objectives*

To provide students with sufficient knowledge of the principles of operation of the various services systems in buildings of larger than domestic scale in order to be able to contribute competently to the decisions that have to be made about these systems, and to be aware of the implications of these decisions upon building design.

*Outcomes*

At the completion of this unit the student is expected to:

- understand the principles involved in the functioning of the systems (these principles should remain relevant in the future even if the technology changes);
- know about the technology currently available, and understand the issues involved in deciding between competing solutions (not necessarily to make a final choice, but to contribute competently to a discussion about that choice); and
- be aware of the implications the system has on the planning of the building. This usually means the space occupied, the need for access for maintenance, and the effect on floors below and above. In the case of lifts, escalators and stairs, the pedestrian traffic patterns created should be considered.

Topics covered include: strategic planning for services; air conditioning and ventilating systems; lifts and escalators; hydraulics systems; fire services; electrical services, lighting, security systems.

**Practical:** Site visits.

DESC 6009 Energy-Conservative Architectural Design

3 credit points

Mr Forwood

**Classes:** Lectures and seminars. **Assessment:** Assignment (100%).

*Objectives*

This unit will explore the form-making and space-making potential of energy and environmental issues in architectural design to locate the issues of 'sustainability' and 'environmental quality' within contemporary architectural design paradigms.

*Outcomes*

At the conclusion of this unit each student is expected to (1) have explored the form-making and space-making potential of low-energy design principles by critically examining relevant contemporary and historical architecture; (2) understand the influence of modern architectural theory in forming contemporary attitudes to technology and environmental issues in modern architecture; and (3) be able to develop a definable position on the relevance of 'sustainability' in contemporary architectural design practice.

The assignment and associated seminars provide the opportunity for students to elucidate their views and critically examine contemporary buildings in relation to the principles of sustainability.

The unit begins by examining the status of energy and environmental issues in contemporary architectural discourse, then develops the hypothesis that these and the related issue of 'sustainability' will remain peripheral to this discourse until they form part of an architectural design paradigm. The second part of the course explores how this paradigm may be developed by examining the form and space-making potential of these issues in a series of critical analyses of contemporary buildings.

DESC 6010 Building Services Elective A

3 credit points

**Offered:** February. **Classes:** Independent study elective.

For this unit students are able, by means of private study and research, to explore in depth a selected topic. In the first instance students should obtain written approval of their proposed study from a lecturer in the area concerned. This approval should then be handed to the Faculty's Student Services Office.

## Architectural Structures and Materials

This area deals with the selection of structural form, and its relationship to the design of buildings; and the selection and appropriate use of building materials, their performance, and their effect upon the performance of the building.

Most of the units in the area relate to buildings of larger than domestic scale; structural systems and materials for small buildings having been dealt with in the BSc(Arch) degree.

### Mandatory units

DESC 2102 Architectural Structures and Materials

5 credit points

Dr Gunaratnam

**Corequisite:** Integrated Architectural Design Studio 1. **Offered:** July.

**Classes:** Lectures, tutorials and site visits. **Assessment:** Two design projects (30% each), two case studies (10% each) and a study of a building under construction (20%).

*Objectives*

- To introduce students to the different structural and foundation systems available for advanced structures;
- to explore structural design issues and strategies for synthesising these structures;
- to provide design information for the synthesis and selection of appropriate structural systems within the context of a building design;
- to introduce students to approximate behavioural models for understanding and predicting the behaviour of these structures;
- to familiarise students with the properties, processes and applications of materials such as glass, concrete and polymers; and

- to introduce students to the different factors influencing corrosion in materials, particularly in metals, and methods of controlling corrosion in buildings.

#### Outcomes

At the completion of this unit each student is expected to:

- be familiar with the different structural strategies used in the synthesis of wide-span and tall building structures;
- be familiar with the different structural and foundation systems available, for wide-span and tall buildings, and the context in which they are used;
- be able to collect appropriate information and formulate the structural design requirements for wide-span and tall building structures;
- be able to generate and evaluate a number of alternative structural systems that satisfy the design requirements;
- be able to select suitable design parameters for the structural system using available design information, and to extract appropriate behavioural models for the approximate sizing of some of the major elements in the system;
- have an appreciation of the relationships between design parameters, structural form, structural efficiency and cost; and
- be cognisant of the properties, production methods and architectural applications of materials such as glass, concrete, polymers, sealants and metal, and be able to use this information for making decisions relating to material selection and use.

The above unit outcomes provide the basis for the different assessment tasks.

The unit focuses on structural design issues applicable to advanced structures that fall within the categories of wide-span and tall building structures, and provides the knowledge required for their synthesis and preliminary design. It provides experience in making structural decisions within the context of building designs that exploit these classes of structures. It also provides information on the properties, processes and applications of a selected group of building materials.

**Practical:** Site visits.

## Elective units

### ARCH 6007 Object Design and Construction

3 credit points

Dr Lamb

**Prerequisite:** Workshop Technology-Timber. **Offered:** February, July. **Classes:** Tutorials and workshops. **Assessment:** Assignment.

#### Objectives

The aim of this unit is to develop design and making skills and to increase the understanding of the relationship between them. The unit is also designed to increase ability to communicate intentions through drawings.

#### Outcomes

The student will gain an understanding of the relationship between designing and making, and develop knowledge of materials and their working. The documentation and object made show the outcomes.

Each student designs and draws an object, and makes it. Tables, chairs, beds and light fittings have been made in previous years. Any materials can be used but the student must bear in mind their own, and the workshop's limitations. Each student should choose a full-time member of staff to tutor the design's development and making. The workshop's technicians will also tutor the development and making and likely further design developments during making.

**Practical:** Workshop sessions.

### ARCH 6036 Workshop Technology - Timber

3 credit points

Dr Lamb

**Offered:** February, July. **Classes:** Workshop maximum number of students is 14. **Assessment:** One assignment.

#### Objectives

The objectives are to develop an understanding of the working, jointing and finishing of timber, to develop an understanding of the use and behaviour of hand and power tools, and to learn safe workshop practices.

#### Outcomes

The student will understand the working of timber and learn tool use and safe workshop practices.

The object made will be assessed for quality of workmanship including accuracy of cutting, jointing and gluing. Assessment of the student's performance in the workshop will include skill development, care of tools, and understanding and use of safe practices. The working, jointing and finishing of timber, the use and behaviour of hand and power tools, and safe workshop practices are demonstrated and done. A small object such as a box is made.

**Practical:** Workshop classes.

### ARCH 6045 Architectural Structures and Materials Elective A

3 credit points

**Offered:** February, July. **Classes:** Independent study elective.

For this unit students are able, by means of private study and research, to explore in depth a selected topic. In the first instance students should obtain written approval of their proposed study from a lecturer in the area concerned. This approval should then be handed to the Faculty's Student Services Office.

## Management

This area deals with the legal and management aspects of office and project organisation, including relationships with the community, authorities, clients, consultants, contractors and suppliers.

Units of study are presented on the assumption that a student has completed a course related to the law and professional practice in the BSc(Arch) degree, or elsewhere.

The mandatory units in this area provide a basic level of familiarity with the ethics of professional practice, systems for implementing processes, and recognised contract procedures available within the construction industry. They also provide instruction on approaches to documentation and the preparation of contract documents, and include contract drawings, specification and preliminary estimates of simple buildings. Other units of study are provided to allow study in depth of areas of concern to the student of management.

## Mandatory units

### ARCH 2105 Contract Documentation

5 credit points

Mr Taylor

**Offered:** July. **Classes:** Lectures, seminars and studio.

**Assessment:** Preparation of a set of basic working drawings and specifications; contract law quiz.

#### Objectives

The unit aims to provide some knowledge of basic contract law and building contracts; as well as information about, and skills in, the production of working drawings, specifications and opinions of probable construction costs, as commonly prepared by an architect.

#### Outcomes

At the completion of this unit each student will be expected to demonstrate competence in the production of working drawings, specifications and cost control for the building designed during the Integrated Architectural Design Studio 1, so that clients, statutory authorities, consultants, tenderers, contractors and sub-contractors understand what is required to be built.

The introduction to contract law and building contracts will enable students to understand the significance of contract documents in contracts, the relationship between contract documents and relevant law, and provide a context for understanding the full examination of commonly used building contracts in the Professional Practice unit of study.

The unit provides instruction in aspects of contract law and building contracts generally, the making of working drawings and specifications, the coordination of these documents into contact documents, the role of consultants with specific reference to cost control, and the management of the process.

### ARCH 3106 Professional Practice

3 credit points

Mr Taylor

**Prerequisite:** Contract Documentation. **Offered:** February. **Classes:** Lectures and tutorials. **Assessment:** A series of individual written exercises in the form of letters or opinions on topics covered during the lectures and individual contributions to tutorials.

#### Objectives

This unit provides information on the practice of architecture with particular emphasis on the obligations and responsibilities of architects to clients, builders, consultants and the community and to the administration of contracts commonly used in the procurement of buildings.

#### Outcomes

Students are expected to demonstrate a knowledge of: an architect's responsibilities, the management of architectural practices, the manner in which architects are involved in contract administration, and commonly used procurement methods within the building industry.

The unit provides instruction in: the regulation of the architectural profession; roles of consultants and their selection, engagement, coordination and responsibilities; modes of practice, conditions of engagement for architects; fee structures; meeting procedures; precontract management; contract selection and administration; alternative procurement methods and the relationship of these factors in completing a building project.

### ARCH 3107 Practice Management

3 credit points

Mr Taylor

**Prerequisite:** Professional Practice. **Offered:** July. **Classes:** Lectures and seminars. **Assessment:** Students work in pairs to prepare and present seminar papers on topics selected from case studies. Topics include the comparison of commonly used building contracts, the management and administration of building contracts, and the management of an architectural practice.

#### Objectives

Students are expected to demonstrate a capacity to identify specific issues and articulate methods of resolving related problems with specific reference to the links between the contacts, their administration, the architect's responsibility to the contracted parties, and how these issues can impact on the design and construction of a building project.

#### Outcomes

The unit enables students to apply, in a moot format, the information and knowledge acquired in the unit Professional Practice with particular emphasis on administration of standard forms of building contracts, and the resolution of issues commonly arising in the management of an architectural practice.

## Elective units

### ARCH 6078 Office Management

3 credit points

**Classes:** Lectures and seminars.

Consult the Department.

### ARCH 6060 Management Elective A

3 credit points

**Offered:** February, July. **Classes:** Independent study elective.

For this unit students are able, by means of private study and research, to explore in depth a selected topic. In the first instance students should obtain written approval of their proposed study from a lecturer in the area concerned. This approval should then be handed to the Faculty's Student Services Office.

## Social Context of Design and the Built Environment

This area draws on a number of disciplines and includes the study of: environmental perception and cognition; socio-spatial related behaviour; means of articulating environmental needs including consultation and participation; the socio-economic, political, legislative and (cross-) cultural

considerations influencing the form of habitats with an emphasis on Australian cities; and the interface between the design professions and society, including the ethics and responsibilities of the design professional.

## Elective units

### DESC 6012 Colour Design

5 credit points

Assoc Prof Purcell

**Prerequisite:** BSc(Arch) students only: People and the Environment. **Offered:** July. **Classes:** Lectures and computer based design sessions. **Assessment:** Three assignments (weighted 10%, 30% and 60%).

Quota 30 students.

#### Objectives

- to teach participants how to use computer software which allows the manipulation of the colour of both photographic and graphic images;
- to integrate the available knowledge about the way colours are experienced into a number of design exercises;
- to use the capacities of the computer to explore the interaction between colours using simple graphic images;
- to carry out a colour design exercise involving the design of a simple artefact such as a lapel badge, letterhead or package; and
- to design a series of colour schemes for a building facade.

#### Outcomes

On completing the unit participants will have:

- developed a sufficient level of skill in using a computer to generate graphic images, and to manipulate the colour of those images, in order to develop a series of colour designs efficiently and effectively;
- carried out a series of exercises investigating both fundamental aspects of the way we experience colour (colour interaction via contrast) and more complex aspects of colour experience (preference, familiarity, exciting-calming);
- designed a small-scale artefact for a particular client that integrates knowledge about the way colour is experienced into a particular design context; and
- designed colour schemes for the facade of an existing building in an inner city context for two different client groups with different requirements, again using the knowledge available about the way we experience colour.

Assessment will be based on the three colour design assignments. The first involves the investigation of colour interaction. The second involves the design of a simple artefact. The third involves a series of colour designs for a building facade.

Whenever a designer specifies the materials to be used in a building, decisions about colour are automatically involved. This occurs whether or not the designer thinks about the decisions made in this way. Colour also has a major impact on our experience of a building. Knowledge about how people experience colour can be used both to develop a design and to evaluate design decisions. The course involves using such knowledge to develop a series of colour designs.

**Practical:** Computer laboratory classes.

### ARCH 6027 Cross-Cultural Approaches to Architecture and Planning

3 credit points

Assoc Prof Rubbo

**Prerequisite:** BSc(Arch) students only: Habitat and Society A and B. **Classes:** Seminars. **Assessment:** Class presentation and participation (50%), 2500 word essay (50%).

#### Objectives

This unit will encourage imaginative and lateral thinking approaches to issues of cultural diversity. It will enhance students' employment opportunities and workplace effectiveness through knowledge of architectural and planning practices in cross-cultural settings and understanding of social and cultural sustainability in environmental design.

#### Outcomes

Seminar participants will enhance their knowledge of cultural difference and its significance for environmental design, and



increase their capacity to understand, interpret and act effectively in areas related to the design planning, protection and conservation of the built environment for diverse cultures in developed and developing economies.

This seminar seeks to expand participants' knowledge of cultural factors in relation to the processes and practices of environmental design in developing and developed economies. Drawing on examples from Asia, Latin America, Africa and Australia the focus of the course will be the relationship between culture and architecture, development policy, the economics and politics of settlement, and the often conflicting role facing professionals as a result of class differences and ethnic diversity.

#### ARCH 6010 **Design and Consultation**

3 credit points

Assoc Prof Rubbo

**Prerequisite:** BSc(Arch) students only: Habitat and Society B.

**Classes:** Seminars. **Assessment:** Class presentation and participation (50%); 2500 word essay or field work project (50%).

##### *Objectives*

This unit will further explore people-oriented approaches to environmental design.

##### *Outcomes*

Students will enhance their knowledge of, and gain skills in, consultative and group processes in design; and enhance their employment opportunities and workplace effectiveness through capacity to apply these skills.

This seminar seeks to expand participants' knowledge of, and skills in, consultative processes including active listening, participant observation, interviews, focus groups, mediation, conflict resolution, appropriate representation, and the generation of ideas amongst diverse stakeholders - e.g. colleagues, clients, communities, authorities - and increasingly diverse design disciplines - architecture, landscape architecture, urban design, visual, digital and plastic arts, urban, regional and cultural planning, and services. Case studies will focus on the opportunities and constraints consultation affords design and planning processes.

#### DESC 6013 **Knowledge Structures in Design**

3 credit points

Contact Faculty

Contact Faculty for details.

#### ARCH 6008 **Urban Conservation Planning**

3 credit points

**Prerequisite:** BSc(Arch) students only: History of the Built Environment A and B. **Classes:** Lectures and videos. **Assessment:** Position paper, seminar and discussion.

##### *Objectives*

The unit aims to identify and assess the cultural significance of urban places, to introduce the main skills required in the practice of conservation planning, and to examine the trends and policies which have led to current conservation-based development.

##### *Outcomes*

By the end of the unit the student will have knowledge of the trends which influence the interpretation and assessment of cultural significance in urban areas; have an introductory knowledge of the basic skills required for the practice of conservation planning; and be familiar with those trends which have influenced and promoted conservation-led planning policies.

The position papers will ask participants to analyse the factors which lead to the formal assessment of value in urban places and to their expression by means of policy instruments. The seminars will encourage debate on the critical questions guiding current conservation practice.

The unit will examine both the theory and the practice of heritage conservation planning in urban areas. It identifies the concepts, instruments and policies which lead to the definition and evolution of the concept of cultural significance in cities. It will also analyse planning trends which have encouraged the conservation of valuable urban environments. Both Australian and international cases will be examined.

#### ARCH 6011 **Social Context Elective A**

3 credit points

For this unit students are able, by means of private study and research, to explore in depth a selected topic. In the first instance students should obtain written approval of their proposed study from a lecturer in the area concerned. This approval should then be handed to the Faculty's Student Services Office.

## Conservation

### Elective units

#### ARCH 6020 **Conservation of the Built Environment**

3 credit points

Mr Howells

**Classes:** Lectures and site visits. **Assessment:** One assignment - statement of cultural significance in accordance with the methodology of J.S. Kerr's Conservation Plan.

##### *Objectives*

Students will develop practical, applicable professional skills in the methodology and practice of architectural conservation in Australia. They will demonstrate an understanding of the Australia ICOMOS Burra Charter and J.S. Kerr's Conservation Plan and apply this knowledge in preparing Statements of Cultural Significance of selected buildings and/or structures. Current theoretical and philosophical approaches to architectural conservation in Australia will be studied.

##### *Outcomes*

At the end of the unit students will demonstrate an understanding of the Burra Charter and J.S. Kerr's Conservation Plan and be able to apply this knowledge in preparing Statements of Cultural Significance. They will demonstrate skill in methods and techniques of analysis, assessment and documentation of cultural significance, and historical research skills and their application to architectural conservation.

The intended outcomes are achieved through inquiry, individual study and research demonstrated by each student by the successful completion of set assignments. The written assignment assesses the students' understanding of the principles and methodology for the determination of cultural significance of a selected place of importance and allows them to demonstrate their skills of assessment, analysis and documentation of a selected place consistent with the given methodology. Assessment criteria based on the course outcomes are used for the examination of the work.

The unit will consider material from each of the following areas: survey and documentation methods (historic and archival research methods, thematic history methods, pattern recognition, aesthetic analysis; material and stylistic analysis); evaluation methods (criterion, typology and threshold-based systems, statements of significance; hybrid methods with both classification and conservation action goals); assessment methods (relating dynamic processes to identified patterns of cultural values; describing, assigning priority, and justifying values worthy of conservation practice); conservation action (conservation and management plans, orders and agreements).

**Practical:** Site visits.

## Design Computing

The current transition from traditional media for design, documentation and communication to computer-based media is changing the processes of design and construction. These innovations are occurring at a rapid rate and are imposing increasing pressures on design professionals. The units in this area explore the placement, management and use of computers in design offices as well as some techniques of computing. The representation of design knowledge in computers (knowledge engineering) is also explored. In addition, higher level graduate units in this area may, with permission, be taken by BArch students.

## Elective units

### DESC 6024 Virtual Design Studios

4 credit points  
Professor Maher

**Prerequisite:** Design Communications A, B and C. **Offered:** February. **Classes:** Lectures, online discussions, computer-based tutorials. **Assessment:** Web page design, online design logbook, online group project presentation.

#### Objectives

This unit provides an overview of various digital design media and various types of digital communication. The digital design media introduced include: digital images, 2D line drawings, 3D wireframes, and 3D models. Tutorials on tools to generate and edit the different media will help the student pick up skills in one of the types of media. The types of digital communication introduced fall under the categories of asynchronous communication, such as e-mail; and synchronous communication, such as video conferences. The student participates in a group project in which meetings are conducted via digital communication environments and the design presentations are made online.

#### Outcomes

The student will

- be able to collaborate on a design project using various communication and digital design media;
- have an understanding of the role and use of the different communication tools and digital design media representations; and
- be able to use the internet effectively for communication and sharing design ideas.

### DESC 6025 Generating Designs Using Computers

4 credit points  
Dr Chase, Professor Gero

**Prerequisite:** Design Communications A, B and C. **Offered:** July. **Classes:** Lectures and computer-based design sessions. **Assessment:** Two assignments plus a seminar presentation.

#### Objectives

The objective of this unit of study is to introduce aspects of computing concerned with the use of computers in generating designs, particularly those drawn from computer-based design methods. These will be presented at both theoretical and practical levels. The specific objectives are:

- to show how computers can be used to aid human designers.
- to introduce students to some of the current thinking about the use of computers in design.
- to provide the opportunity for students to gain access to some of the cutting-edge design computing software.

#### Scope

- Design theory and computing
- Rule-based design systems
- Logic as a tool for design reasoning
- Design cognition and design computing
- Using computers with design precedents

#### Outcomes

Students will be able to understand current thinking about the use of computers in generating designs; have an understanding of at least one aspect of the use of computers in generating designs; and have a general understanding of the potential of the use of computers in generating designs.

### DESC 6002 Understanding Design

3 credit points  
Dr Rosenman

**Offered:** February. **Classes:** Lectures. **Assessment:** Three essays (two worth 25% each and one essay worth 50%).

#### Objectives

This unit aims to present design as a general activity in its own right concerned with the needs of the consciously created environment; to stress the importance of design and its consequences; to point out the commonalities and differences between the various design disciplines regarding their specific goals, concerns; factors and methods; and to make students aware of the processes involved in design.

#### Outcomes

Students are expected to realise the existence of design and designing, the purpose of and outcomes from design as an activity, and the consequences of designs at social, cultural and ecological levels. They are expected to appreciate the commonalities and differences between various design disciplines and to have acquired knowledge of how a physical object can be designed.

Students' awareness will be demonstrated through the satisfactory completion of the three assignments. The first assignment directs students to examine a designed object in a familiar setting, familiarising themselves with the aims and results of designed objects; the second focuses on how a designed object fits into the socio-cultural and physical context and how it affects this environment and to examine the role of the particular design disciplines involved; the third asks the student to utilise all the knowledge they have gained during the lectures to propose improvements in an existing object to meet some perceived need.

The lectures and assignments divide into three parts. Part A deals with the broad overview of design as an activity, its relation with the social context and its relationship to the activities of science and art; part B presents the activities of various design disciplines; part C describes some formal concepts relating to modelling the design process, representing design, and positioning design/ing within current critical Making. Three assignments complement the three parts of the lecture series.

### DESC 6003 Design Computing Elective A

3 credit points

**Offered:** February. **Classes:** independent study elective.

For this unit students are able, by means of private study and research, to explore in depth a selected topic. In the first instance students should obtain written approval of their proposed study from a lecturer in the area concerned. This approval should then be handed to the Faculty's Student Services Office.

## Urban Design and Planning

### Elective units

#### ARCH 6074 Designing for the Public Domain

3 credit points  
Visiting Professor Droege

**Offered:** February. **Classes:** Studios, lectures and seminars.

**Assessment:** Individual and group projects. The assignments will require students to demonstrate capability with analysing and interpreting site characteristics and planning instruments, and with preparing simple designs. Assignments will involve oral, written and graphic communication in presenting design proposals and supporting discourses.

#### Objectives

To develop competence in preparing and presenting Urban Design and Environmental Planning proposals.

To develop capability in interpreting design situations and preparing design briefs.

To be able to use basic design methods, concepts, and terms in preparing and presenting design proposals with supporting discourses.

To develop a critical and reflective approach towards designing for the public domain.

Teaching will be based on a set of projects requiring students to prepare background studies, design proposals and supporting reports design response. Lectures will be given on:

- local area studies and site planning;
- types of plans and planning controls;
- procedures for preparing planning instruments and design guidelines, and for assessing proposed developments; and
- preparing designs and supporting discourses.

#### Outcomes

The unit will develop competence with:

- conducting site analyses and local area studies;
- preparing site plans and simple designs;
- presenting and justifying designs;

- preparing designs which reflect an understanding of regulatory procedures for assessment and approval;
- preparing statements of environmental effects; and
- reading and interpreting designs, plans and planning documents.

The unit will cover public places, streets, open space and pedestrian networks.

#### ARCH 6075 Preparing Design Proposals, Guidelines and Policy Instruments

3 credit points

Assoc Prof Toon/Mr Mills

**Offered:** July. **Classes:** Workshops and studios. **Assessment:** Individual and group projects. Assessment will be based on practical assignments requiring students to prepare design briefs, guidelines and master plans. The unit will include exercises that require students to prepare design proposals and related planning documents for a medium-density residential redevelopment proposal, a mixed-use development, and an urban centre. Assignments will require students to demonstrate capability with preparing design proposals and with developing related guidelines and planning instruments.

##### *Objectives*

To develop competence in preparing master plans for design proposals, with supporting guidelines and planning instruments.

To develop experience and competence with using various types of information and reasoning to support artistic and creative aspects of designing.

To gain experience and competence with preparing design proposals for a range of urban situations and for various arrangements between governments and private sector agencies.

Teaching will be based on a series of projects requiring students to prepare outlines of design proposals, master plans with supporting reports on environmental effects, appropriate design guidelines and draft planning instruments.

Lectures will be given on:

- reviewing and interpreting guidelines and instruments
- redevelopment and agreements and consents
- roles of private and government agencies
- types of design guidance and control.

##### *Outcomes*

The unit will engender skills in:

- reviewing and interpreting planning documents;
- preparing site and local area analyses;
- preparing and presenting designs and supporting documents; and
- preparing design briefs, guidelines, master plans and related planning instruments.

#### ARCH 6076 Urban Development and Environmental Planning

3 credit points

Mr Payne/Mr Mills

**Offered:** February. **Classes:** Lectures and seminars. **Assessment:** Assessment is based on written assignments in which students will be expected to demonstrate an understanding of the implications of environmental issues for urban development.

##### *Objectives*

To develop knowledge and understanding of:

- environmental issues arising from urban development;
- roles of government in managing urban development and the environment;
- environmental policies, planning instruments and development assessment procedures.

To develop capability with using basic concepts and terms concerned with urban development and environmental management.

To be able to analyse an environmental issue in relation to relevant planning policies and processes.

Teaching will be based on lectures, with supporting seminars and discussions. Lectures will be given on the following topics:

- History of urban planning and environmental issues
- Urban growth and metropolitan planning
- Land use, infrastructure and transportation planning
- Governmental reforms for environmental improvement
- Environmental legislation

- Types of design and planning instruments
- Measures to improve ESD performance (energy efficiency, emissions, drainage, re-cycling, waste management plans)
- Environmental impact assessment, reporting and auditing.

##### *Outcomes*

Students will be able to prepare reports about simple environmental issues arising from urban development, and to advance basic positions about measures that may be taken to address them.

#### ARCH 6077 Designing and Planning the Built Environment

3 credit points

Visiting Professor Droege/Mr Payne

**Offered:** July. **Classes:** Lectures and seminars. **Assessment:** Assessment will be based on a set of design case studies. These will require students to prepare written and oral responses to studies that identify design issues, outline initiatives and provide an argued account of the relevant context.

##### *Objectives*

To develop knowledge and understanding of important ideas about urban development and built form.

To develop capability with reviewing and interpreting documents about the design of urban environments.

To develop skills with analysing environmental planning issues and with preparing planning and design proposals.

Teaching will be based on lectures that will emphasise case studies to explore key ideas central to contemporary urban design and planning practice. Historical and contemporary ideas on desirable urban form will be discussed. Lectures will address ideas applicable at a range of scales, ranging from the local scale (for example, concerning accessibility, connectivity, permeability, streetscape, local area traffic management, and transit supportive development) to metropolitan scale ideas (for example, concerning compact urban forms, development corridors, and mixed-use centres).

##### *Outcomes*

The unit will extend the range of issues considered in preparing studies and design proposals. In particular, students will gain greater competence in preparing designs that are more environmentally responsive. On completion of the unit students will have greater capability to prepare design proposals and planning instruments.

### Art Workshop -Allied Arts

The ability to explore and express ideas through visual media is extremely important for architects who must be able to communicate in two and three dimensions, detailed and precise plans about properties, objects and processes, as well as general concepts and ideas.

The units offered by the Art Workshop provide students with the opportunity to expand their abilities by acquiring specific art media skills invaluable for their development into professional architects. Art Workshop courses also enable students to refine their understanding, through first-hand experience in a variety of art media, of the continuing and productive relationship between architecture and art.

### Elective units

#### ARTW 6022 Ceramics - Handbuilding 1

3 credit points

Mr Jones

**Offered:** February, July. **Classes:** Practical studio work. **Assessment:** Attendance (10%), visual diary/journal (10%), technical development/workshop practice (40%) and final work(s) (40%).

Quota 16 students

##### *Objectives*

This unit aims to introduce the many and varied techniques of handbuilding in clay as well as the processes of firing and glazing.

*Outcomes*

Students should have an understanding of: pinch, slab and coil building techniques; coloured underglaze applications; and bisque and glaze firing applications.

Studio workshop practice is assessed continually as are concept developments with the student's visual diary. Three set projects are assessed on originality of idea and technical proficiency.

The unit involves an exploration of the plastic properties of clay to create a wide variety of constructions that have to be fired and glazed. Set projects will enable students to discover their own means of expression in this versatile medium. Projects include slab construction, coil construction and combinations of coil, slab and pinch construction. Various surface finishes and decorative techniques will also be introduced including brightly coloured underglazes, slips and glazes.

**Practical:** Art workshop classes. Consumables fee applicable.

**ARTW6023** Ceramics-Handbuilding 2

3 credit points

Mr Jones

**Prerequisite:** Ceramics - Handbuilding 1. **Offered:** February, July.

**Classes:** Practical studio work. **Assessment:** Attendance (10%), visual diary/journal (10%), technical development/workshop practice (40%) and final work(s) (40%).

Quota 16 students

*Objectives*

The unit aims to expand knowledge and develop technical abilities acquired in Ceramics - Handbuilding 1 and to facilitate more conceptually advanced work.

*Outcomes*

At the end of the unit students should be able to construct more technically difficult forms than in Ceramics - Handbuilding 1, develop self-initiated projects under the direction of the tutor, and explore varied surface treatments.

Studio workshop practice is assessed continually as are concept developments with the student's visual diary. Six finished works are assessed on originality of idea and technical proficiency.

Emphasis in this course is placed on exploring and developing ideas using more advanced techniques such as working with plaster moulds, tile making, murals, slip casting as well as the usual handbuilding methods. Experimental and personal expression will be encouraged. A wider variety of decorative techniques and firing methods will be introduced and may include pit firing.

**Practical:** Art workshop classes. Consumables fee applicable.

**ARTW 6024** Ceramics - Wheel Throwing 1

3 credit points

Mr Jones

**Offered:** February, July. **Classes:** Practical studio work.

**Assessment:** Attendance (10%), visual diary/journal (10%), technical development/workshop practice (40%), final work(s) (40%).

Quota 14 students

*Objectives*

The aim of the unit is to produce a set of wheel thrown ceramics.

*Outcomes*

At the end of the unit students should:

- be technically proficient at centring, throwing, turning and applying handles to ceramic vessels;
- have developed colourful designs and glaze applications for a pre-determined breakfast set;
- have a basic understanding of the problems associated with ceramic production; and
- understand firing schedules i.e. bisque and glaze.

Studio workshop practice is assessed continually as are concept developments with the student's visual diary. The finished, produced set is assessed on useability, design, and craftsmanship.

The unit introduces varied techniques of throwing clay on the wheel to produce vessels and domestic items with an emphasis on the art and craft of this age-old speciality. There will be an investigation of this practice on an historical and contemporary

level. Various techniques will be introduced including combination throwing and handbuilding, turning, glazing and decorating with slips and glazes.

**Practical:** Art workshop classes. Consumables fee applicable.

**ARTW 6025** Ceramics - Wheel Throwing 2

3 credit points

Mr Jones

**Prerequisite:** Ceramics - Wheel Throwing 1. **Offered:** February, July. **Classes:** Practical studio work. **Assessment:** Attendance (10%), visual diary/journal (10%), technical development/workshop practice (40%), final work(s) (40%).

Quota 14 students

*Objectives*

The aim is to produce six individual wheel thrown ceramic works.

*Outcomes*

At the end of the unit students should:

- be able to combine thrown shapes to achieve forms developed from drawing;
- have an understanding of the differences between earthenware and stoneware ceramics; and
- be able to produce larger forms for utilitarian use.

Studio workshop practice is assessed continually as are concept developments with the student's visual diary. Six finished ceramic works are assessed on design and craftsmanship.

This unit is for students with some experience in wheel throwing. Larger and more advanced forms will be attempted and more involved decorative techniques used. The emphasis will be on technical proficiency with an individual approach to the functional vessel and how it can be used as a base for decorative and sculptural exploration.

**Practical:** Art workshop classes. Consumables fee applicable.

**ARTW 6001** Drawing 1

3 credit points

Mr Levitus

**Offered:** February, July. **Classes:** Studio work, slide lectures and gallery visits. **Assessment:** Attendance (10%), studio skills and technique (20%), studio work (20%), portfolio and completed projects (50%).

Quota 20 students.

*Objectives*

The aim of this unit is to provide students with the knowledge, skills and attitudes required to use a range of fundamental drawing skills, media and techniques and observational skills, to make drawings based on observation of the physical world, to experiment with imaginative applications of media and drawing techniques and develop imaginative drawings based on observational skills.

*Outcomes*

Students will gain familiarity with a range of drawing media, mostly dry, including charcoal, graphite, pencil, conte, pen and ink, brush and ink, as well as watercolour and gouache as ground or backwash. They will also be able to use imaginative approaches to observing and recording the visible world using a variety of techniques and combinations of drawing media.

Students are assessed on attendance, demonstrated familiarity with materials and techniques, studio work including approach and attitude, successful completion of all projects and a portfolio containing final works for projects, and a selection of fifteen drawings and sketches completed during the unit. A journal or sketchbook is to be kept throughout the unit and will be included in the assessment.

The unit begins with a discussion of motives for drawing supported by a slide lecture, introduction to a range of drawing materials, instruction on a range of mark-making techniques, methods of tonal range, use of perspective and an understanding of composition. Through structured projects students learn to use these materials and techniques to express individual responses based on observation in creative and imaginative ways.

**Practical:** Design studio classes. Consumables fee applicable.

**ARTW6 0 0 2 Drawing 2**

3 credit points

Mr Levitus

**Prerequisite:** Drawing 1. **Offered:** February, July. **Classes:** Practical studio work. **Assessment:** Workshop practice (50%) and portfolio of works (50%).

Quota 20 students.

**Objectives**

This unit aims to increase the student's level of skill in all three skill areas of drawing - representational, interpretive and expressive - and in the use of media, more specific to the individual student's need of expression. Imaginative and experimental techniques will be used for all subject matter including the human figure.

**Outcomes**

Students will build on their experience with a range of drawing media and be able to use imaginative approaches to observing and recording the visible world using a variety of techniques and combinations of drawing media. They should have enough experience at the end of the course to be able to criticise and select from their own work for their finished portfolio or exhibition.

Students are assessed on attendance, demonstrated ability with materials and techniques, studio work including approach and attitude, successful completion of all projects and a portfolio containing final works for projects or exhibition. A journal or sketchbook is to be kept throughout the unit and will be included in the assessment.

This unit provides students with the opportunity to combine sound observational skills with imaginative and experimental techniques, in order to encourage a personal vision and style and a commitment to the practice of drawing as a visual art discipline in its own right.

**Practical:** Design studio classes. Consumables fee applicable.

**ARTW6 0 1 5 Film/Video 1**

3 credit points

Mr Benedek

**Offered:** February, July. **Classes:** Practical studio and outdoor work.

**Assessment:** Attendance (10%), class participation (20%), synopsis (10%), storyboard (10%), and final project (50%).

Quota 20 students

**Objectives**

The unit will explore the language(s) of moving images, conventions of framing, movement and editing; develop an understanding of the fundamental technical aspects of pre-production, production and post-production; and generate independent and cooperative production using a variety of media.

**Outcomes**

Students will gain technical proficiency in the diverse areas of pre-production, production and post-production; understand conventions of classical continuity and main visual styles; and produce a moving image piece using videotape or mixed media.

Students are assessed in the context of theoretical understanding and technical aptitude in the various aspects of moving-image production.

In this unit Super-8, VHS video systems, spool and cassette audio tape will be used. Emphasis is placed on skills' development, process and conceptual awareness. The unit is divided into units, exploring approaches to lighting, shooting, editing, sound production and concept development for film and video. A short work in either film or video is to be completed by each student by the end of semester.

**Practical:** Art workshop classes, field shoots. Consumables fee applicable.

**ARTW 6005 Graphic Design 1**

3 credit points

Ms Clerk

**Offered:** February, July. **Classes:** Practical studio work.

**Assessment:** Participation (10%), class projects (30%), analysis of examples (20%), major project (40%).

Quota 10 students

**Objectives**

The aim of the unit is to develop visual literacy with graphic techniques involving a variety of media; encourage students to value visual experimentation and initial research as a process for personalised creative problem solving; initiate group and self assessment methods for evaluating and analysing receiver engagement and communication effectiveness of a design solution; and to introduce the importance of hand skills and project management in the refining and detailing of processing, production and presentation of design solutions.

**Outcomes**

Students will gain the ability to maximise the graphic qualities and physical form of media and apply them to static and dynamic design solutions, and to understand the criteria by which communication effectiveness can be evaluated along with receiver engagement.

Students will compile a process journal containing annotated graphic design examples from contemporary sources along with class projects which explore subjects such as texture, tone, typography, figure/ground reversal, and layout. The major project is a communication concept in collaboration with tutor and self-selected group, to separate and then synthesise graphic elements, and to manage deadlines of completion of tasks. Self and peer assessment methods are applied.

This unit introduces students to the basic skills, concepts and materials of graphic design, undertaking preliminary exercises in layout, use of type, illustration techniques and paper engineering. A set of exercises integrates and develops the range of skills explored in the preliminary exercises by concentration on set themes.

**Practical:** Art workshop classes. Consumables fee applicable.

**ARTW 6026 Mixed Media/Works on Paper**

3 credit points

Ms Fieldsend

**Offered:** February, July. **Classes:** Discussion, slides and studio practice.

**Assessment:** Preliminary exercises (20%), work practice (10%), technical development (15%), research and image conception (20%), final works (35%).

Quota 12 students

**Objectives**

The unit will introduce the skills of screen printing, mono and lino printing, creative use of a photocopier, montage and collage; develop awareness of art history and art theory to inform the student's own approach to image making; explore and develop the imagination and ability to use a wide range of materials; and develop the ability to create, develop and complete a project.

**Outcomes**

At the end of the unit students should understand the basic principles of screen, mono and lino printing, montage and collage techniques, form and colour. They should have developed a critical approach to image construction; gained an introductory knowledge of historical and contemporary works on paper; and demonstrated an ability to use a wide range of technical skills, critical awareness and imagination to develop and complete finished works on paper.

Preliminary exercises test the students' ability to experiment with techniques and design, and work practice is assessed by the students' approach and attitude to their work and the studio. Research and image conception are assessed by the production of a working journal which is kept throughout the course and by the students' understanding of a critical approach to image construction. Technical development is assessed by the application of skills gained during the course. The final works are a series of small works or 2/3 large works which show a knowledge of technique, design and use of the imagination.

The unit introduces a variety of skills to produce a series of works on paper. These include basic screen, mono and lino printing, creative use of the photocopier, found objects and papers, montage, frottage and collage. Imaginative and creative skills will be developed in preliminary exercises and finished projects relating to both graphic and fine art applications.

**Practical:** Consumables fee applicable.

### ARTW6 0 0 6 Painting 1

3 credit points

Mr Le Vitus

**Offered:** February, July. **Classes:** Practical studio work.

**Assessment:** Attendance (10%), studio skills and techniques (20%), studio work (20%), portfolio and completed projects (50%).

Quota 20 students

#### *Objectives'*

The purpose of this unit is to provide the student with the knowledge, skills and attitude required to use a range of fundamental painting skills, including an understanding of acrylic media and techniques, basic colour theory, how to mix colours, an understanding of tonal values and composition, to make paintings based on observation of the physical world, and to experiment with imaginative applications of acrylic media based on observational skills.

#### *Outcomes*

On successful completion the student should have gained familiarity with acrylic media; be able to apply basic colour theory, to mix secondary and tertiary colours, and to create a tonal range; and be able to use imaginative approaches to observing and painting the visible world based on sketches and studies.

Students are assessed on attendance, demonstrated familiarity with materials and techniques, studio work including approach and attitude, successful completion of all projects and a portfolio to be handed in at the end of the unit containing final works for three projects and a selection of 10 drawings, sketches and studies completed during the unit. A journal or sketchbook should be kept throughout the unit and will be included in the assessment.

This introductory unit shows students who have little or no experience with painting how to prepare canvas and grounds, mix colours, then undertake practical work in observational painting (still-life painting form, modelling and shading techniques), anatomy (painting with a live model, self portraiture), perspective and ideas and images (style and appropriation, the decorative, words and text, collage and abstraction).

**Practical:** Art workshop classes. Consumables fee applicable.

### ARTW6 0 0 7 Painting 2

3 credit points

Mr Littler

**Prerequisite:** Painting 1. **Offered:** February, July. **Classes:** Practical studio work, slide lectures, gallery visits, demonstrations.

**Assessment:** Attendance (10%), studio skills and technique (20%), special projects and finished work (70%).

Quota 20 students

#### *Objectives*

This unit aims to increase students' level of skill in painting both from the visible world and in interpretive and expressive modes. Emphasis will be placed on students' individual projects. Imaginative and experimental techniques such as mixed-media and collage/montage will be taught, reflecting current contemporary practice.

#### *Outcomes*

Students will build on their experience with a range of painting media and be able to use imaginative approaches using a variety of techniques and combinations of painting and mixed-media. They should have enough experience to be able to criticise and select from their own work for possible exhibition.

Students are assessed on attendance, demonstrated ability with materials and techniques, studio work including approach and attitude, successful completion of all projects and a final work to be handed in at the end of the unit. A journal or sketchbook is to be kept throughout the unit and will be included in the assessment.

This unit provides students with the opportunity to combine imaginative and experimental techniques, in order to encourage a personal vision and style and a commitment to the practice of painting as a visual art discipline in its own right.

**Practical:** Art workshop classes. Consumables fee applicable.

### ARTW6 0 0 8 Photography 1

3 credit points

Ms Ross

**Offered:** February, July. **Classes:** Practical studio and outdoor work.

**Assessment:** Application of skill to assignments (50%), final work (50%).

Quota 28 students

#### *Objectives*

This practical unit demonstrates techniques of basic black and white photography camera operations, film exposure and development and printing negatives.

#### *Outcomes*

Students should understand the principles and practice of camera operations for successful completion of the course.

A portfolio of finished work is assessed at the end of semester. The student is also assessed on the skills gained, their understanding of the principles of basic photography and darkroom work, their application to the unit and their performance during the unit. Individual assignments are designed to test progressive skill development.

This beginners' unit covers basic 35 mm SLR black and white photography and assumes the student has no prior photographic skills. Technical skills developed will include the operation of camera, exposure, lighting, processing, printing, developing and experimentation from exposed negatives.

**Practical:** Studio, outdoor shoots. Consumables fee applicable.

### ARTW6 0 0 9 Photography 2

3 credit points

Ms Talbert

**Prerequisite:** Photography 1. **Offered:** February, July. **Classes:**

Practical studio and outdoor work. **Assessment:** Attendance and studio practice (20%), technical development (20%), final work(s) (60%).

Quota 28 students

#### *Objectives*

The unit aims to advance technical skills in the creation and printing of black and white negatives.

#### *Outcomes*

Students should become proficient with the skills of developing negatives from Kodalith (Film 2000) and Orthographic black and white film; techniques of montage in the camera and the enlarger; colour re-touching of prints using a broad selection of materials, i.e. photographic inks, food dyes, watercolours and gouache paints; and photographing art works in a studio and copy stand environment.

Assessment is ongoing and includes the areas of attendance, studio practice, technical skills and development and the completion of a final set of works.

This unit refines and develops the skills introduced in Photography 1. Students will research a number of different genres in photographic art history with a view to completing their own visual project in an area of interest to them; A critical attitude to the production and construction of images, including hand colouring and montage, will be encouraged.

**Practical:** Studio, outdoor shoots. Consumables fee applicable.

### ARTW 6010 Screen Printing - Paper 1

3 credit points

Ms Fieldsend

**Offered:** February, July. **Classes:** Practical studio work.

**Assessment:** Design exercises (20%), attendance (10%), workshop practice (10%), research journal/image conception (20%), technical development (10%), final work (30%).

Quota 12 students.

#### *Objectives*

This unit will introduce the student to a range of screen printing techniques as well as developing creative and design skills. It will provide basic awareness of the history of screen printing in the graphic and the fine arts.

#### *Outcomes*

On successful completion the student should have gained a knowledge of a range of design techniques for screen printing and be familiar with screen printing stencils, including photo stencils, ink technology, image registration and editioning as

well as experimental techniques. They should also have a basic understanding of colour and appreciation of screen printing in its graphic, industrial and fine arts applications.

Students will be assessed on attendance, workshop practice, a series of preliminary exercises and a working journal that shows an engagement with various screen printing techniques as well as design considerations. Assessment will also be of a final project which will be a multi-coloured edition or experimental series of screen prints showing imagination and technical proficiency.

This beginners' unit covers design development, the preparation of hand-cut, wax, and photo-emulsion stencils, colour mixing, image registration and editioning. Artist quality, water-based non-toxic inks are used. An awareness of historical and contemporary screen prints is also taught. Students will produce an edition of multi-coloured screen prints or a series of experimental works.

**Practical:** Art workshop classes. Consumables fee applicable.

#### ARTW 6011 Screen Printing - Paper 2

3 credit points

Ms Fieldsend

**Prerequisite:** Screen Printing - Paper 1. **Offered:** February, July.

**Classes:** Practical studio work. **Assessment:** Design exercises (20%), attendance (10%), workshop practice (10%), research journal/image conception (20%), technical development (10%), final work (30%).

Quota 12 students

##### *Objectives*

Students will develop and consolidate technical and imaginative skills in screen printing. They will gain the ability to use a wide variety of screen printing techniques showing accomplishment and originality, and a greater knowledge of screen printing in its graphic and fine arts applications.

##### *Outcomes*

Students should have an in-depth knowledge of a wide variety of techniques and be able to use them in a creative and imaginative way. They should also have the ability to utilise graphic and fine arts research in their studio work and should also have produced an edition of screen prints/series of experimental prints (usually on a larger scale than in Screen Printing - Paper 1) that shows a developed appreciation of technique, colour and image construction.

Students will be assessed on attendance, technical development and demonstrated familiarity with screen printing procedures and materials that are appropriate to the unit; completion of an edition of a series of prints that show an in-depth awareness of technique and design; a working journal that is kept throughout the unit; and their approach and attitude to their work and the unit.

This unit extends the students' skills and abilities acquired in Screen Printing - Paper 1, allowing students to develop their printing and creative skills while also allowing for greater experimentation and complexities in their design and technical applications.

**Practical:** Art workshop classes. Consumables fee applicable.

#### ARTW 6013 Sculpture 1

3 credit points

Mr Purhonen

**Offered:** February, July. **Classes:** Group demonstration and discussion, individual tuition and practical studio work.

**Assessment:** Two projects (50% each).

Quota 10 students

##### *Objectives*

This unit should provide students with knowledge, skills and confidence to use a range of materials and techniques necessary for three-dimensional sculpture. They will be introduced to the conceptual and theoretical aspects of sculpture.

##### *Outcomes*

The student should become aware of the inter-relationships between the technical, personal and conceptual concerns in sculpture making.

Assessment will be based on attendance at classes, participation in group discussions and the attempt to demonstrate the

understanding and potential of various materials and processes and the attempt to develop and execute ideas, as evident in the complicated works.

This is an introductory unit for students with little or no previous experience in sculpture. A number of traditional sculptural techniques such as clay modelling, plaster mould making, casting in cement, soldering and welding will be taught and used to explore elementary aspects of three-dimensional form. The student will be required to complete two projects: to make a traditional portrait as well as a more conceptually-based work.

**Practical:** Art workshop classes. Consumables fee applicable.

#### ARTW 6014 Sculpture 2

3 credit points

Mr Purhonen

**Prerequisite:** Sculpture 1. **Offered:** February, July. **Classes:** Group demonstration and discussion, individual tuition and practical studio work. **Assessment:** Two projects (50% each).

Quota 10 students

##### *Objectives*

The unit will further develop the students' knowledge, skills and confidence to explore the potential and limitations of a variety of materials and techniques, as well as an awareness of contemporary sculpture to be able to produce more technically and conceptually advanced work.

##### *Outcomes*

Students should become aware of a broader field of possibilities of expression in the three-dimensional medium.

Students will be required to keep a visual journal which will form part of the assessment. Assessment will also be based on attendance at classes, participation in group discussions and the attempt to demonstrate the understanding and potential of materials and processes, and the attempt to develop and execute ideas, as evident in the completed works.

This unit will allow students to increase their level of technical skills and understanding of three-dimensional form and its context. Various fabrication techniques will be taught. Students will be asked to look at contemporary examples of sculpture and installation art and will be encouraged to combine non-traditional materials and techniques or other media with traditional sculptural processes.

**Practical:** Art workshop classes. Consumables fee applicable.

#### ARTW 6004 Solar Etching

3 credit points

Ms Martin

**Offered:** February, July. **Classes:** Practical studio work.

**Assessment:** Attendance (10%), studio skills (20%), image concept (20%), and final portfolio (50%).

Quota 14 students

##### *Objectives*

The unit aims to develop various levels of image making, while extending technical skills and exploring etching as an artistic medium. Students will understand the fundamentals of how a print is manipulated, produced and printed. Solar etching is a contemporary, safe alternative to traditional etching, using ultra violet light to etch the image rather than nitric acids.

##### *Outcomes*

At the conclusion of the unit students will have gained a broad understanding of the techniques required to produce an etching and have a working understanding of chemicals, equipment and materials used in the studio. Students will build on their experience using a combination of textures, photographs, found objects and computer images, as well as existing architecture designs, as a means to creating their original prints.

The assessment is ongoing, encompassing studio practice, punctuality and attendance. Studio work includes approach, attitude and successful completion of all projects. Students' ability to apply the techniques demonstrated and originality of work produced in the final portfolio is assessed.

This unit introduces students to a wide range of mark-making techniques relevant to the etching process. They will acquire a broad understanding of how an etching is made. Emphasis will be placed on skills, process and conceptual awareness relevant to developing their own personal vision.

**Practical:** Art workshop classes. Consumables fee applicable.

### ARTW 6012 Textile Design and Printing

3 credit points

Ms Fieldsend

**Offered:** February, July. **Classes:** Practical studio work.

**Assessment:** Attendance (10%), workshop practice (10%), working journal (20%), technical development (15%) and final work (45%).

Quota 10 students

#### Objectives

The purposes of this unit are to provide students with the knowledge and skills to design for and print on textiles; for students to gain an appreciation of textile decorative art in both clothing and furnishing applications; and to experiment with various techniques and to develop finished textile prints that exhibit an imaginative understanding of colour and design as well as technical proficiency.

#### Outcomes

On successful completion of this unit the students should have gained a knowledge of a range of stencils (wax emulsion, photostencils and paper); be familiar with ink technology and its relation to various fabrics; have an appreciation of textile decorative art; be aware of design in its application to textiles; and have completed two finished prints - showing an ability to print a multi-coloured placement print, and a length of fabric - using scatter, over and repeat printing.

Students are assessed on attendance, technical development and demonstrated proficiency with screen printing procedures and materials, and the successful completion of a series of preliminary design and technical exercises leading to two final projects - a placement print and a length of printed fabric. Included in the assessment is a working journal that is kept throughout the unit as well as the students' approach and attitude to their work and the unit.

This beginners' unit investigates and teaches hand painting, paper, wax and photostencils, mixing and fixing of inks, design and colour exercises as related to suitable fabrics; scatter printing, over printing, repeat pattern and multi-colour printing.

**Practical:** Art workshop classes. Consumables fee applicable.

### ARTW 6016 Art Elective 1

3 credit points

**Offered:** February, July. **Classes:** Independent study elective.

**Assessment:** Attendance (in consultation with lecturer) 10%, studio skills and techniques 20%, self-directed project measured against aims and objectives of the student 70%.

Art elective units may, but not always, require the prerequisites of level 1 or 2 in the same studio area. The student may attend the normal unit timetable or in consultation with the lecturer devise a more difficult project with a customised timetable.

This will be a self-directed project which is submitted by the student to the lecturer and assessed by the lecturer and the director of the Art Workshop.

For example, an Art Elective 1 in oil painting may be taken as an advance on painting in acrylics level 1 and 2.

**Practical:** Consumables fee applicable.

### ARTW 6017 Art Elective 2

3 credit points

**Prerequisite:** Art Elective 1. **Offered:** February, July. **Classes:**

Independent study elective. **Assessment:** Attendance (in consultation with lecturer) 10%, studio skills and techniques 20%, self-directed project measured against aims and objectives of the student 70%.

See description for Art Elective 1.

For example, a special edition of prints may be the core of a self devised project building on the prerequisites of Screenprinting 1 and 2 or Etching 1.

**Practical:** Consumables fee applicable.

### ARTW 6018 Art Elective 3

3 credit points

**Prerequisite:** Art Elective 1 & 2. **Offered:** February, July. **Classes:** Independent study elective. **Assessment:** Attendance (in consultation with lecturer) 10%, studio skills and techniques 20%, self-directed project measured against aims and objectives of the student 70%.

See description for Art Elective 1.

**Practical:** Consumables fee applicable.

### ARTW 6027 Advanced Art 1A

4 credit points

**Prerequisite:** Art workshop 1 in the appropriate medium, with a result of at least 65%. **Offered:** February. **Classes:** practical studio work, lectures, discussion, exhibition. **Assessment:** Attendance 10%, separate studio assessment for technical development, visual research book and final artwork.

Advanced Art units include an advanced use of media, artistic content and design, art theory, the production of a visual research book and a final project. The unit's theme will be published prior to enrolment. As the project of the Advanced Art unit changes each year, students may take the unit more than once.

Studios involved are:

- Ceramics
- Film/video
- Photography
- Painting/drawing
- Screen printing on paper and fabric
- Mixed media

**Practical:** Art workshop classes. Consumables fee applicable.

### ARTW 6028 Advanced Art 2A

4 credit points

**Prerequisite:** Art workshop 1 in the appropriate medium, with a result of at least 65%. **Offered:** February. **Classes:** practical studio work, lectures, discussion, exhibition. **Assessment:** Attendance 10%, separate studio assessment for technical development, visual research book and final artwork.

Advanced Art units include an advanced use of media, artistic content and design, art theory, the production of a visual research book and a final project. The unit's theme will be published prior to enrolment. As the project of the Advanced Art unit changes each year, students may take the unit more than once.

Studios involved are:

- Ceramics
- Film/video
- Photography
- Painting/drawing
- Screen printing on paper and fabric
- Mixed media

**Practical:** Art workshop classes. Consumables fee applicable.

### ARTW 6029 Advanced Art 1B

8 credit points

**Prerequisite:** Art workshop 1 in the appropriate medium, with a result of at least 65%. **Offered:** February. **Classes:** practical studio work, lectures, discussion, exhibition, essay. **Assessment:** Attendance 10%, essay 20%, exhibition assistance 10%, separate studio assessment for technical development, visual research book and final artwork.

Advanced Art units include an advanced use of media, artistic content and design, art theory, the production of a visual research book and a final project. The unit's theme will be published prior to enrolment. As the project of the Advanced Art unit changes each year, students may take the unit more than once.

Studios involved are:

- Ceramics
- Film/video
- Photography
- Painting/drawing
- Screen printing on paper and fabric
- Mixed media

Students are required to complete a 2000-word essay.

**Practical:** Art workshop classes. Consumables fee applicable.



**ARTW6 0 3 0 Advanced Art 2 B**

8 credit points

**Prerequisite:** Art workshop 1 in the appropriate medium, with a result of at least 65%. **Offered:** February. **Classes:** practical studio work, lectures, discussion, exhibition, essay. **Assessment:** Attendance 10%, essay 20%, exhibition assistance 10%, separate studio assessment for technical development, visual research book and final artwork.

Advanced Art units include an advanced use of media, artistic content and design, art theory, the production of a visual research book and a final project. The unit's theme will be published prior to enrolment. As the project of the Advanced Art unit changes each year, students may take the unit more than once.

Studios involved are:

- Ceramics
- Film/video
- Photography
- Painting/drawing
- Screen printing on paper and fabric
- Mixed media

Students are required to complete a 2000-word essay.

**Practical:** Art workshop classes. Consumables fee applicable.

## Advanced study

Students are encouraged to prepare a report based upon in-depth study in a specialised area, normally during the second year of the degree. This may be either an individual study program, or be taken concurrently with the Conservation of the Built Environment unit.

This work provides an opportunity for training in research, analysis and documentation of material in a systematic academic format. Advanced Study Reports do not in themselves consist of architectural design work or art work, but may be very closely related to and supportive of the process of design and production of the works of art. Successful completion of an Advanced Study Report is a prerequisite to the award of an honours degree.

Prior to enrolment, students should discuss a potential topic with a member of staff and obtain their agreement to supervise the study. Students may be asked to present seminars on their work to the staff and students of the Faculty. The report will be assessed by two examiners. Only one unit of Advanced Study may be taken in any year.

## Elective units

### ARCF 6002 Preparatory Advanced Study Report

4 credit points

Dr Hill, Prof. Moore and staff

**Offered:** July. **Classes:** lectures. **Assessment:** A developed research proposal that provides a rationale for the research, articulated research question, review of relevant literature, and detailed statement of research design, methods of information collection and data analysis.

#### *Objectives*

The unit aims to equip students with the research, scholarly and writing skills needed to prepare an Advanced Study Report or similar research and scholarly documents. It will provide an introductory overview of basic research and scholarship techniques; basic methodological skills; information search, storage and retrieval techniques; organisation and writing skills for completing a scholarly research document.

#### *Description*

The unit is divided into two parts. The first will cover the following basic issues that are involved in an ASR: deciding on a research topic; research design; searching for and analysing or interpreting information; managing a research project; writing a research proposal. The second part will involve each participant working with the instructor, other members of the seminar and his or her supervisor to produce an accepted research proposal.

#### *Outcomes*

At the completion of the unit, students will be expected to have acquired the skills necessary for the successful completion of an

Advanced Study Report or equivalent scholarly research document.

### ARCF 6003 Advanced Study Report

12 credit points

**Prerequisite:** Preparatory Advanced Study Report. **Offered:** February, July.

Compulsory unit for BArch Honours

#### *Objectives*

The Advanced Study Report allows the candidate to explore and research an area of architectural study in depth, by private study under the direction of a supervisor and to produce a document reporting on the research. The objectives of the unit are to conduct research or scholarship to explore an area relevant to the study of architecture.

#### *Outcomes*

At the completion of the semester, the candidate is expected to be able to:

- conduct research from an initial proposal using research and scholarly methods as appropriate;
- carry out appropriate research methodology, modifying it in the light of findings as it proceeds;
- draw conclusions from the research, and relate those conclusions to the original proposition; and
- write up and produce a formal scholarly research report.

### ARCH 6070 Advanced Elective 1

3 credit points

Check with department

See department for available study units and descriptions.

### ARCH 6071 Advanced Elective 2

3 credit points

Check with department

See department for available study units and descriptions.

### ARCH 6072 Advanced Elective 1

5 credit points

Check with department

See department for available study units and descriptions.

### ARCH 6073 Advanced Elective 2

5 credit points

Check with department

See department for available study units and descriptions.

### DESC 6021 Advanced Elective 2

3 credit points

Check with department

See department for available study units and descriptions.

### DESC 6022 Advanced Elective 1

5 credit points

Check with department

See department for available study units and descriptions.

### DESC 6023 Advanced Elective 2

5 credit points

Check with department

See department for available study units and descriptions.

Diagram 1: BArch February Semester entry

Subject area	February Semester (Semester 1)	July Semester (Semester 2)	February Semester (Semester 3)	July Semester (Semester 4)	Ftoa		
					February (Semeste		
<b>Design</b> 32 credit points 33% of BArch 46% of mandatory credit points	Open Architectural Design Studio 1 (8 credit points) Together with <i>Open Architectural Design Studio 2</i> 6 hrs + 1 hr lecture	Integrated Architectural Design Studio 1 (8 credit points) Integrated with <i>Architectural Structures and Materials</i> , and <i>Advanced Construction</i> 6 hrs + 1 hr lecture	Open Architectural Design Studio 2 (8 credit points) Together with <i>Open Architectural Design Studio 1</i> 6 hrs + 1 hr lecture	Integrated Architectural Design Studio 2 (8 credit points) ( <i>Integrated Architectural Design Studio 1</i> is prerequisite) 6 hrs + 1 hr lecture			
<b>Architectural Technologies</b> 19 credit points 20% of BArch 27% of mandatory credit points		Architectural Structures and Materials (8 credit points) 3 hrs Advanced Construction (5 credit points) 3 hrs Integrated with Integrated Architectural Design Studio IB		Applications of Technology in Architectural Design (6 credit points) Integrated with <i>Integrated Architectural Design Studio 2</i> 4 hrs	Building Ser Systems (3 credit poin 2 hrs		
<b>Cultural Studies</b> 8 credit points 8% of B Arch 11 % of mandatory credit points					Architecture Century (5 credit poin 4 hrs		
<b>Professional Practice And Management</b> 11 credit points 11% of B Arch 16% of mandatory credit points			Contract Documentation (5 credit points) 3 hrs		Professiona (3 credit poin 2 hrs		
Number of non-negotiable mandatory credit points/semester	8 credit points	21 credit points	11 credit points	14 credit points			

Total number of credit points required for BArch degree: 96 (elective unit credit points: 26; mandatory unit credit points: 70)

Diagram 2: BArch July Semester entry

Subject area	July Semester (Semester 1)	February Semester (Semester 2)	July Semester (Semester 3)	February Semester (Semester 4)		
					February (Semeste	
<b>Design</b> 32 credit points 33% of BArch 46% of mandatory credit points	Integrated Architectural Design Studio 1 (8 credit points) Integrated with <i>Architectural Structures and Materials</i> , and <i>Advanced Construction</i> 6 hrs + 1 hr lecture	Open Architectural Design Studio 1 (8 credit points) Together with <i>Open Architectural Design Studio 2</i> 6 hrs + 1 hr lecture	Integrated Architectural Design Studio 2 (8 credit points) ( <i>Integrated Architectural Design Studio 1</i> is a prerequisite) 6 hrs + 1 hr lecture	Integrated Architectural Design Studio 2 (8 credit points) Together with <i>Open Architectural Design Studio 1</i> 6 hrs + 1 hr lecture		
<b>Architectural Technologies</b> 19 credit points 20% of BArch 27% of mandatory credit points	Architectural Structures and Materials (8 credit points) 3 hrs Advanced Construction (5 credit points) 3 hrs Integrated with <i>Integrated Architectural Design Studio 1B</i>		Applications of Technology in Architectural Design (6 credit points) Integrated with <i>Integrated Architectural Design Studio 2</i> 4 hrs		Building Ser Systems (3 credit poi 2 hrs Advanced C (5 credit poi 3 hrs	
<b>Cultural Studies</b> 8 credit points 8% of BArch 11 % of mandatory credit points					Architecture Century (5 credit poi 4 hrs	
<b>Professional Practice and Management</b> 11 credit points 11% of BArch 16% of mandatory credit points				Contract Documentation (5 credit points) 3 hrs	Professiona (3 credit poin 2 hrs	
Number of non-negotiable mandatory credit points/semester	21 credit points	8 credit points	14 credit points	11 credit points		

Total number of credit points required for BArch degree: 96 (elective unit credit points: 26; mandatory unit credit points: 70)



CHAPTER 5

# Tables of units of study

## BSc(Arch) units of study

Unit of study	Credit points;	A) Assumed Knowledge C) Corequisite	Q) Qualifying N) Prohibition	P) Prerequisite	Offered
<b>■ Design</b>					
<b>Mandatory units</b>					
<b>ARCH 1007</b> Design A	6				February
<b>ARCH 1008</b> Design B	6				July
<b>ARCH 2006</b> Design C	8	P) Design A and B.			February
<b>ARCH 2007</b> Design D	8	P) Design A and B.			July
<b>ARCH 3004</b> Design E	8	P) Design C and D.			February
<b>ARCH 3005</b> Design F	8	P) Design C and D.			July
<b>ARCH 3007</b> Design Support F	3	C) Design F.			July
<b>Elective units</b>					
<b>ARCH 6044</b> Design Elective A	3				February, July
<b>■ History and Theory of Design</b>					
<b>Mandatory units</b>					
<b>ARCH 1003</b> History of the Built Environment A	4				February
<b>ARCH 1004</b> History of the Built Environment B	4				July
<b>DESC 1003</b> Mathematics and Science in Design	3	A) HSC 2 unit Mathematics.			July
<b>ARCH 3006</b> History of the Australian Built Environment	4				February
<b>ARCH 3002</b> Design Theory and Method	3	P) Design A, B, C and D.			February
<b>Elective units</b>					
<b>ARCH 6051</b> History of Eastern Architecture	3	P) BSc(Arch) students only: History of the Built Environment A & B.			
<b>ARCH 6049</b> History of Urban Design pre 1800	3	P) BSc(Arch) students only: History of the Built Environment A & B.			
<b>ARCH 6050</b> History of Urban Design post 1800	3	P) BSc(Arch) students only: History of the Built Environment A & B.			
<b>ARCH 6030</b> Renaissance to Baroque Architecture in Italy	3				
<b>ARCH 6057</b> Theatre Design and History	3				
<b>ARCH 6055</b> Special Topics in Architectural History and Theory A	3				
<b>ARCH 6031</b> History and Theory Elective A	3				February, July

## BSc(Arch) units of study - continued

Unit of study	Credit points:	A) Assumed Knowledge C) Corequisite	Q) Qualifying N) Prohibition	P) Prerequisite	Offered
<b>■ Materials, Structure and Construction</b>					
<b>Mandatory units</b>					
<b>ARCH 1002</b>	Materials and Form in Building	3			<i>February</i>
<b>DESC 1004</b>	Building Principles	4			<i>July</i>
<b>ARCH 2004</b>	Construction A	4		P) Building Principles and Materials & Form in Building.	<i>February</i>
<b>ARCH 3003</b>	Construction B	5		P) Structure and Form and Construction A.	<i>February</i>
<b>DESC 2002</b>	Structure and Form	3		P) Materials and Form in Building & Building Principles.	<i>July</i>
<b>DESC 3002</b>	Structural Systems Design	3		P) Construction A, and Structure and Form.	<i>February</i>
<b>Elective units</b>					
<b>ARCH 6022</b>	Cost Planning and Control	3			
<b>ARCH 6043</b>	Materials and Methods	5			
<b>ARCH 6007</b>	Object Design and Construction	3		P) Workshop Technology — Timber.	<i>February, July</i>
<b>DESC 6008</b>	Structures Theory	3		P) Structure and Form.	
<b>ARCH 6009</b>	The Building Industry in Australia	3			
<b>ARCH 6036</b>	Workshop Technology - Timber	3			<i>February, July</i>
<b>ARCH 6025</b>	Materials, Structure and Construction Elective A	3			<i>February, July</i>
<b>■ Social Context of Design and the Built Environment</b>					
<b>Mandatory units</b>					
<b>DESC 1001</b>	People and the Environment:	4			<i>February</i>
<b>ARCH 2001</b>	Habitat and Society A	3		P) People and the Environment.	<i>February</i>
<b>ARCH 2002</b>	Habitat and Society B	3		P) People and the Environment.	<i>July</i>
<b>ARCH 3001</b>	The Design Professions	4			<i>July</i>
<b>Elective units</b>					
<b>DESC 6012</b>	Colour Design	5		P) BSc(Arch) students only: People and the Environment.	<i>July</i>
<b>ARCH 6027</b>	Cross-Cultural Approaches to Architecture and Planning	3		P) BSc(Arch) students only: Habitat and Society A and B.	
<b>ARCH 6010</b>	Design and Consultation	3		P) BSc(Arch) students only: Habitat and Society B.	
<b>ARCH 6008</b>	Urban Conservation Planning	3		P) BSc(Arch) students only: History of the Built Environment A and B.	
<b>DESC 6013</b>	Knowledge Structures in Design	3			
<b>ARCH 6011</b>	Social Context Elective A	3			
<b>■ Environmental Science and Technology</b>					
<b>Mandatory units</b>					
<b>ARCH 1001</b>	Climate, Landscape and the Built Environment A	3			<i>February</i>

## BSc(Arch) units of study - continued

Unit of study	Credit points	A) Assumed Knowledge C) Corequisite	Q) Qualifying N) Prohibition	P) Prerequisite	Offered
<b>DESC 1002</b> Climate, Landscape and the Built Environment B	3				July
<b>ARCH 2003</b> Landscape Design	3				February
<b>DESC 2001</b> Environmental Science and Technology A	4	P) Climate, Landscape and the Built Environment A and B.			July
<b>DESC 3001</b> Environmental Science and Technology B	4	P) Environmental Science and Technology A.			February
<b>Elective units</b>					
<b>DESC 6004</b> Energy and the Built Environment	3	P) Climate, Landscape and the Built Environment A and B.			
<b>DESC 6005</b> Ergonomics	3	P) People and the Environment, Mathematics and Science in Design.			
<b>ARCH 6015</b> Introduction to Plant Material	5	P) Landscape Design.			
<b>ARCH 6083</b> History of Landscape Design post-1700	3				July
<b>ARCH 6016</b> Landscape Design Elective A	3				February, July
<b>DESC 6006</b> Environmental Science Elective A	3				February, July
<b>■ Design Communications</b>					
<b>Mandatory units</b>					
<b>ARCH 1005</b> Design Communications A	4				February
<b>ARCH 1006</b> Design Communications B	4				July
<b>ARCH 2009</b> Design Communications C	3	P) Design Communications A & B.			February
<b>ARCH 2005</b> Design Communications D	3	P) Design Communications A & B.			July
<b>Elective units</b>					
<b>DESC 6002</b> Understanding Design	3				February
<b>ARCH 6041</b> Design Communications Elective A	3				February, July
<b>■ Design Computing</b>					
<b>Elective units</b>					
<b>DESC 6024</b> Virtual Design Studios	4	P) Design Communications A, B and C.			February
<b>DESC 6025</b> Generating Designs Using Computers	4	P) Design Communications A, B and C.			July
<b>B Urban Design and Planning</b>					
<b>Elective units</b>					
<b>ARCH 6074</b> Designing for the Public Domain	3				February
<b>ARCH 6075</b> Preparing Design Proposals, Guidelines and Policy Instruments	3				July
<b>ARCH 6076</b> Urban Development and Environmental Planning	3				February
<b>ARCH 6077</b> Designing and Planning the Built Environment	3				July

## BSc(Arch) units of study - continued

Unit of study	Credit points	A) Assumed Knowledge C) Corequisite	Q) Qualifying N) Prohibition	P) Prerequisite	Offered
<b>■ Art Workshop - Allied Arts</b>					
<b>Elective units</b>					
<b>ARTW 6022</b> Ceramics - Handbuilding 1	3				February, July
<b>ARTW 6023</b> Ceramics - Handbuilding 2	3			P) Ceramics - Handbuilding 1.	February, July
<b>ARTW 6024</b> Ceramics - Wheel Throwing 1	3				February, July
<b>ARTW 6025</b> Ceramics - Wheel Throwing 2	3			P) Ceramics - Wheel Throwing 1.	February, July
<b>ARTW 6001</b> Drawing 1	3				February, July
<b>ARTW 6002</b> Drawing 2	3			P) Drawing 1.	February, July
<b>ARTW 6015</b> Film/Video 1	3				February, July
<b>ARTW 6005</b> Graphic Design 1	3				February, July
<b>ARTW 6026</b> Mixed Media/Works on Paper	3				February, July
<b>ARTW 6006</b> Painting 1	3				February, July
<b>ARTW 6007</b> Painting 2	3			P) Painting 1.	February, July
<b>ARTW 6008</b> Photography 1	3				February, July
<b>ARTW 6009</b> Photography 2	3			P) Photography 1.	February, July
<b>ARTW 6010</b> Screen Printing - Paper 1	3				February, July
<b>ARTW 6011</b> Screen Printing - Paper 2	3			P) Screen Printing - Paper 1.	February, July
<b>ARTW 6013</b> Sculpture 1	3				February, July
<b>ARTW 6014</b> Sculpture 2	3			P) Sculpture 1.	February, July
<b>ARTW 6004</b> Solar Etching	3				February, July
<b>ARTW 6012</b> Textile Design and Printing	3				February, July
<b>ARTW 6016</b> Art Elective 1	3				February, July
<b>ARTW 6017</b> Art Elective 2	3			P) Art Elective 1.	February, July
<b>ARTW 6018</b> Art Elective 3	3			P) Art Elective 1 & 2.	February, July
<b>ARTW 6027</b> Advanced Art 1A	4			P) Art workshop 1 in the appropriate medium, with a result of at least 65%.	February
<b>ARTW 6028</b> Advanced Art 2A	4			P) Art workshop 1 in the appropriate medium, with a result of at least 65%.	February
<b>ARTW 6029</b> Advanced Art 1B	8			P) Art workshop 1 in the appropriate medium, with a result of at least 65%.	February



## BSc(Arch) units of study - continued

Unit of study	Credit points	A) Assumed Knowledge C) Corequisite	Q) Qualifying N) Prohibition	P) Prerequisite	Offered
ARTW Advanced Art 2B 6030	8			P) Art workshop 1 in the appropriate medium, with a result of at least 65%.	<i>February</i>
<b>■ BSc(Arch) Honours</b>					
ARCF Preparatory Honours 6001 Research	4				<i>July</i>
ARCH Thesis & Research Methods 4999	48			P) Preparatory Honours Research.	<i>Full Year (starts Feb), Full Year (starts Jul)</i>

**BArch units of study**

Unit of study	Credit points;	A) Assumed Knowledge C) Corequisite	Q) Qualifying N) Prohibition	P) Prerequisite	Offered
<b>B Architectural Design</b>					
<b>Mandatory units</b>					
<b>ARCH 2106</b> Open Architectural Design studio 1	8				<i>February</i>
<b>ARCH 2107</b> Integrated Architectural Design Studio 1	8	C) Advanced Construction;		Architectural Structures and Materials.	<i>July</i>
<b>ARCH 3104</b> Open Architectural Design studio 2	8	P) Open Architectural Design Studio 1.			<i>February</i>
<b>ARCH 3105</b> Integrated Architectural Design Studio 2	8	P) Integrated Architectural Design Studio 1. C) Applications of Technology in Architectural Design.			<i>July</i>
<b>ARCH 3102</b> Applications of Technology in Architectural Design	6	P) Building Services Systems, Advanced Construction, Architectural Structures and Materials, Integrated Architectural Design Studio 1. C) Integrated Architectural Design Studio 2.			<i>July</i>
<b>Elective units</b>					
<b>ARCH 6063</b> Master Planning	3				
<b>ARCH 6066</b> Building Programming Elective A	3				<i>February, July</i>
<b>ARCH 6013</b> Architectural Design Elective A	3				<i>February, July</i>
<b>ARCH 6014</b> Architectural Design Elective B	5				<i>February, July</i>
<b>■ History and Theory of Architecture</b>					
<b>Mandatory units</b>					
<b>ARCH 2102</b> Theory of Architecture	3				<i>July</i>
<b>ARCH 2104</b> Architecture in the Twentieth Century	5				<i>February</i>
<b>Elective units</b>					
<b>ARCH 6053</b> Architecture, Poststructuralism & Contemporary Thought	3				
<b>ARCH 6054</b> History and Theory Group Research Project	5				
<b>ARCH 6051</b> History of Eastern Architecture	3	P) BSc(Arch) students only: History of the Built Environment A & B.			
<b>ARCH 0083</b> History of Landscape Design post-1700	3				<i>July</i>
<b>ARCH 6049</b> History of Urban Design pre 1800	3	P) BSc(Arch) students only: History of the Built Environment A & B.			
<b>ARCH 6050</b> History of Urban Design post 1800	3	P) BSc(Arch) students only: History of the Built Environment A & B.			
<b>ARCH 6030</b> Renaissance to Baroque Architecture in Italy	3				
<b>ARCH 6052</b> Seminars on Contemporary Architecture	3	P) Architecture in the Twentieth Century (or corequisite).			
<b>ARCH 6055</b> Special Topics in Architectural History and Theory A	3				
<b>ARCH 6057</b> Theatre Design and History	3				

## BArch units of study - continued

Unit of study	Credit points	A) Assumed Knowledge C) Corequisite	Q) Qualifying N) Prohibition	P) Prerequisite	Offered
<b>■ Building Technology and Economics</b>					
<b>Mandatory units</b>					
ARCH 2103	Advanced Construction	5	C) Integrated Architectural Design Studio 1.		February
<b>Elective units</b>					
ARCH 6022	Cost Planning and Control	3			
ARCH 6043	Materials and Methods	5			
ARCH 6009	The Building Industry in Australia	3			
ARCH 6034	Technology and Economics Elective A	3			February, July
<b>■ Building Services and Environmental Controls</b>					
<b>Mandatory units</b>					
DESC 2101	Building Services Systems	3			February
DESC 6009	Energy-Conservative Architectural Design	3			
DESC 6010	Building Services Elective A	3			February
<b>■ Architectural Structures and Materials</b>					
<b>Mandatory units</b>					
DESC 2102	Architectural Structures and Materials	5	C) Integrated Architectural Design Studio 1.		July
<b>Elective units</b>					
ARCH 6007	Object Design and Construction	3	P) Workshop Technology — Timber.		February, July
ARCH 6036	Workshop Technology - Timber	3			February, July
ARCH 6045	Architectural Structures and Materials Elective A	3			February, July
<b>■ Management</b>					
<b>Mandatory units</b>					
ARCH 2105	Contract Documentation	5			July
ARCH 3106	Professional Practice	3	P) Contract Documentation.		February
ARCH 3107	Practice Management	3	P) Professional Practice.		July
<b>Elective units</b>					
ARCH 6078	Office Management	3			
ARCH 6060	Management Elective A	3			February, July
<b>■ Social Context of Design and the Built Environment</b>					
<b>Elective units</b>					
DESC 6012	Colour Design	5	P) BSc(Arch) students only: People and the Environment.		July
ARCH 6027	Cross-Cultural Approaches to Architecture and Planning	3	P) BSc(Arch) students only: Habitat and Society A and B.		
ARCH 6010	Design and Consultation	3	P) BSc(Arch) students only: Habitat and Society B.		
DESC 6013	Knowledge Structures in Design	3			

## BArch units of study - continued

Unit of study	Credit points:	A) Assumed Knowledge C) Corequisite	Q) Qualifying N) Prohibition	P) Prerequisite	Offered
ARCH 6008 Urban Conservation Planning	3	P) BSc(Arch) students only: History of the Built Environment A and B.			
ARCH 6011 Social Context Elective A	3				
<b>■ Conservation Elective units</b>					
ARCH 6020 Conservation of the Built Environment	3				
<b>■ Design Computing Elective units</b>					
DESC 6024 Virtual Design Studios	4	P) Design Communications A, B and C.			February
DESC 6025 Generating Designs Using Computers	4	P) Design Communications A, B and C.			July
DESC 6002 Understanding Design	3				
DESC 6003 Design Computing Elective A	3				
<b>■ Urban Design and Planning Elective units</b>					
ARCH 6074 Designing for the Public Domain	3				
ARCH 6075 Preparing Design Proposals, Guidelines and Policy Instruments	3				
ARCH 6076 Urban Development and Environmental Planning	3				
ARCH 6077 Designing and Planning the Built Environment	3				
<b>■ Art Workshop - Allied Arts Elective units</b>					
ARTW 6022 Ceramics - Handbuilding 1	3				
ARTW 6023 Ceramics - Handbuilding 2	3	P) Ceramics - Handbuilding 1.			February, July
ARTW 6024 Ceramics - Wheel Throwing 1	3				
ARTW 6025 Ceramics - Wheel Throwing 2	3	P) Ceramics - Wheel Throwing 1.			February, July
ARTW 6001 Drawing 1	3				
ARTW 6002 Drawing 2	3	P) Drawing 1.			February, July
ARTW 6015 Film/Video 1	3				
ARTW 6005 Graphic Design 1	3				
ARTW 6026 Mixed Media/Works on Paper	3				
ARTW 6006 Painting 1	3				
ARTW 6007 Painting 2	3	P) Painting 1.			February, July

## BArch units of study — continued

Unit of study	Credit points	A) Assumed Knowledge C) Corequisite	Q) Qualifying N) Prohibition	P) Prerequisite	Offered
<b>ARTW 6008</b> Photography 1	3				<i>February, July</i>
<b>ARTW 6009</b> Photography 2	3	P) Photography 1.			<i>February, July</i>
<b>ARTW 6010</b> Screen Printing — Paper 1	3				<i>February, July</i>
<b>ARTW 6011</b> Screen Printing — Paper 2	3	P) Screen Printing — Paper 1.			<i>February, July</i>
<b>ARTW 6013</b> Sculpture 1	3				<i>February, July</i>
<b>ARTW 6014</b> Sculpture 2	3	P) Sculpture 1.			<i>February, July</i>
<b>ARTW 6004</b> Solar Etching	3				<i>February, July</i>
<b>ARTW 6012</b> Textile Design and Printing	3				<i>February, July</i>
<b>ARTW 6016</b> Art Elective 1	3				<i>February, July</i>
<b>ARTW 6017</b> Art Elective 2	3	P) Art Elective 1.			<i>February, July</i>
<b>ARTW 6018</b> Art Elective 3	3	P) Art Elective 1 & 2.			<i>February, July</i>
<b>ARTW 6027</b> Advanced Art 1A	4	P) Art workshop 1 in the appropriate medium, with a result of at least 65%.			<i>February</i>
<b>ARTW 6028</b> Advanced Art 2A	4	P) Art workshop 1 in the appropriate medium, with a result of at least 65%.			<i>February</i>
<b>ARTW 6029</b> Advanced Art IB	8	P) Art workshop 1 in the appropriate medium, with a result of at least 65%.			<i>February</i>
<b>ARTW 6030</b> Advanced Art 2B	8	P) Art workshop 1 in the appropriate medium, with a result of at least 65%.			<i>February</i>
<b>■ Advanced study</b>					
<b>Elective units</b>					
<b>ARCF 6002</b> Preparatory Advanced Study Report	4				<i>July</i>
<b>ARCF 6003</b> Advanced Study Report	12	P) Preparatory Advanced Study Report.			<i>February, July</i>
<b>ARCH 6070</b> Advanced Elective 1	3				
<b>ARCH 6071</b> Advanced Elective 2	3				
<b>ARCH 6072</b> Advanced Elective 1	5				
<b>ARCH 6073</b> Advanced Elective 2	5				
<b>DESC 6021</b> Advanced Elective 2	3				
<b>DESC 6022</b> Advanced Elective 1	5				
<b>DESC 6023</b> Advanced Elective 2	5				



# Regulations

## Admission

Students must apply for entry to the BSc(Arch) on the application form available from the Universities Admissions Centre. Applications (UAC) close each year at the end of September prior to enrolment but on payment of a late fee, UAC may accept applications up to the end of December prior to enrolment. This procedure applies to all applicants including those who wish to transfer from another faculty or university, or are of mature age or who have been educationally disadvantaged. Mature age and educationally disadvantaged applicants should also contact the Undergraduate Admissions Office at the University for details of the Special Admissions Scheme. Students who live overseas should contact the University's International Office before the end of November prior to enrolment.

## Assumed knowledge

There are no prerequisites for students wishing to enrol in the BSc(Arch). The degree is, however, taught on the assumption that students will have successfully completed HSC 2 unit Mathematics or have equivalent knowledge. Students who have not reached that standard will benefit from supplementary work in this subject prior to the commencement of the BSc(Arch) degree. It is recommended that students whose mathematical background is weak should, after discussion with Dr Hayman, attend one of the bridging courses in mathematics offered by the Mathematics Learning Centre, phone (02) 9351 4061.

Assistance is also offered, during the first few weeks of the program, to students who are not familiar with simple mechanics and statistics.

A capacity for freehand drawing is important, and although instruction is given during the program, students will benefit from some elementary practice in sketching, for example, by trying to draw simple objects as they are seen, developing observation and coordination between mind and hand.

Students will also benefit from some background knowledge of architecture and design and are welcome to read in the Architecture Library before commencing the program.

## Equipment

Students commencing the first year will be given, during the Orientation program, a list of materials required during their first week. When semester commences, lists will be provided of materials required to carry out the program in subsequent weeks.

## Drawing board deposit

Students are asked to pay an annual partly-refundable deposit for use of a drawing board. The Faculty will retain part of the deposit to cover the cost of maintenance of the boards during the year and for protective coverings. The rest of the deposit will be refunded at the end of the year if the board is in good condition.

## Consumables fee (Art Workshop)

Students choosing to study Art Workshop electives will be asked to pay a consumables fee for materials that are necessary for the unit of study. Students may buy their own materials independently but are advised to purchase them through the Art Workshop to save time and cost.

## Building access card

After hours access to the Wilkinson building, and access to the computer laboratories is by swipe card. Students are asked to pay a deposit, refundable when the card is returned.

## Transfer students

Students transferring from other disciplines may receive credit for elective units of study where these are deemed relevant to the aims and objectives of the degrees. Advanced standing for transferring students in architecture or related disciplines is subject to review by the Faculty.

## Entry to the BArch

Although most students entering the BArch are proceeding from the BSc(Arch), depending on resources, the Faculty reserves some places for applicants who have academic standing equivalent to the BSc(Arch) and who have degrees from other universities.

Admission is competitive and is determined by the Faculty's BArch Program Committee on the basis of academic record, a portfolio of design work, and work experience. Students must apply for entry direct to the Faculty (not to the Universities Admissions Centre) using the application form available from the Faculty's Student Services Centre. Applications close at the end of October prior to enrolment. *It is essential that all applicants provide with their application form original transcripts of previous study and details of work experience.* Applicants will then be considered for entry and, if shortlisted, may be asked to attend an interview with a portfolio of their work.

# Bachelor of Science (Architecture)

## Aims of the BSc(Arch) degree

The aim of the BSc(Arch) is to educate people in the design of the built environment as embodied in architecture, landscape architecture, urban design, interior design and component design. This education is:

- of value in its own right, apart from any vocational relevance;
- a preparation and qualification for entry into the Bachelor of Architecture;
- a preparation and qualification for entry into graduate courses at the University of Sydney, leading to the combined degrees BSc(Arch)/MDesSc(Comp), BSc(Arch)/MUrbDes or BSc(Arch)/MURP;
- a basis for further learning through studies in design-related areas such as architecture, landscape architecture, interior design, urban design and planning, building science, audio engineering, illumination design, design computing and facilities management;
- a basis for further learning through practice, particularly through participation in a design office at a beginning level.

## Objectives of the BSc(Arch) degree

To fulfil these aims the degree offers units of study in the following areas and with the following objectives:

- to impart skills in and an understanding of the social context within which the built environment and design exist, including human and socio-cultural factors which affect and influence the perception, form and production of the built environment from the domestic place to the city.
- to impart skills in and an understanding of environmental sciences and technologies and the built environment, including the physical processes which interact with, and influence the design of the built environment.
- to impart skills in and an understanding of the materials, structures and construction of the built environment, including the characteristics and use of materials, structure and construction methods in the design of the built environment.

- to impart skills in and an understanding of the historical and theoretical context of design, in particular of architectural, landscape and urban history, and of major trends in design theory and method.
- to impart skills in and an understanding of the theory, techniques and practice of communications in design, including understanding the nature of design information, and to develop skills and confidence in the effective use of design and communications media and techniques.
- to impart an understanding of the activity of design and to develop skills and confidence in the process of designing.

#### Requirements for the BSc(Arch)

A minimum of 144 credit points is required to qualify for the BSc(Arch) degree including the completion of certain mandatory units of study. If it is intended to proceed to the BArch, certain prerequisite units of study for that degree should also be completed.

#### Mandatory requirements

The mandatory units of study for the degree total 109 credit points and if the prerequisites for the BArch (23 credit points) are included this leaves 12 credit points of electives to be selected from those available within the Faculty and in a number of disciplines within other faculties. These electives allow students to further develop their knowledge and skills in areas of particular interest beyond the opportunities offered by the mandatory curriculum.

The timetable will indicate the availability of elective units of study in each semester. Students are reminded that certain electives are only available in alternate years and some have a limit upon class sizes. In addition to formal elective units of study, independent study electives are available by arrangement with the teaching staff. These allow students to pursue private study of a particular topic in any of the degree subject areas.

#### Honours degree

The Faculty's BSc(Arch) Program Committee determines the minimum standard required of students admitted to the honours year (fourth year). The minimum standard is the weighted average mark (WAM) of the three years of the pass degree study below which no student will be allowed to undertake the honours research and thesis presentation. The method for calculating the WAM is:

$$WAM = \frac{\sum(M \times CP_g)}{\sum CP_a}$$

where  $CP_g$  is the number of credit points gained by passing a unit of study;  $CP_a$  is the number of credit points attempted including failures (F, AF) and units of study discontinued (DF); M is the mark awarded.

Students have three alternative modes for undertaking the honours degree:

- by thesis;
- by coursework (units of study selected from the Faculty's Graduate Table of Units of Study) and dissertation; or
- by one semester of external study (in an Australian or international tertiary institution) and dissertation.

Note: Methods (ii) and (iii) are subject to approval by the University. Please consult the Student Services Centre for more information.

For those students who choose to proceed by thesis, during the honours year, each student will work closely with a supervisor appointed by the Faculty on an approved thesis topic. Third-year students contemplating an honours thesis should begin considering a thesis topic, in discussion with the appropriate staff member, as early as possible, and undertake the Preparatory Honours Research unit in July semester. At the end of the honours year the Faculty will appoint two examiners to assess the student's thesis. The examiners' reports will be considered in consultation with the supervisor. The mark for the thesis represents 65 per cent of the total mark and the WAM (weighted average mark) for the student's coursework in previous years, and any coursework undertaken

as part of the Honours year, represents 35 per cent. On the basis of the total mark the Board of Undergraduate Studies determines whether honours are to be awarded and if so the class. Honours may be awarded in two classes, Class I and Class II (with Divisions 1 and 2).

## Bachelor of Architecture

#### Aims of the BArch degree

The basic aims of the professional BArch program are to provide the knowledge, skills and experience that will equip the graduate to be an architect. The practice of architecture today is, however, extraordinarily diverse and complex and no course could provide training in depth for all areas of practice. It is therefore essential that students obtain from the course a firm grounding in fundamentals, an ability to think creatively and logically, and a capacity to explore for themselves those areas they wish to pursue in detail.

#### Objectives of the BArch

Each architecture program has a particular bias or emphasis, within the guidelines for professional accreditation, based on the interests and strengths of the staff and departments and their vision for the future.

The program will enable:

- the student to gain the necessary knowledge and skills to become an architect, noting the increasing complexity and diversity of the architect's role.
- the satisfaction, where possible, of the demands of the professional and statutory bodies for entry to the professional institute and to qualify for registration, with minimal additional examination, in the context of academic independence in the judgements it makes on the education it provides.
- the student to experience a range of attitudes and philosophies relating to architecture.
- the student to be exposed to and acquire a range of knowledge which is expected to result in graduates who can provide the community with the highest quality of architecture, including to be able to think clearly and be able to make reasoned judgements by having:
  - an understanding of and experience in architectural design;
  - a knowledge of the history of architecture;
  - a knowledge of theories of architecture;
  - a knowledge of the materials, construction practices and production methods which are essential to architecture;
  - the ability to absorb and interpret the needs of society and its peoples in relation to the built environment;
  - a basic understanding of those technical fields which contribute to architecture;
  - an understanding of the legal and professional responsibilities of practice as an architect;
  - the ability to communicate clearly by oral, written and graphic means, and to organise and manage those aspects of the design and construction of a building which are the responsibilities of the architect.

#### Requirements for the BArch

A minimum of 96 credit points is required to satisfy the requirements for the BArch including the completion of certain mandatory units of study.

The 96 credit points required for the degree are obtained over two years of full-time study when the 70 mandatory credit points will be completed and at least 26 credit points of electives.

#### Honours degree

Honours are determined by the Board of Undergraduate Studies based on the student's performance in the 96 credit points of the degree. The weighted average mark is used as the basis for assessment. To be eligible for the award of honours a student must complete the unit Advanced Study Report wherein the student demonstrates an ability to undertake



individual research and its documentation. Honours are awarded in two classes, Class I and Class II (with Divisions 1 and 2).

## Important information for BSc(Arch) and BArch students

### Resolutions of the Senate and Faculty

These are the strict requirements for the degrees with which candidates must comply. Read them later in this section.

### Variation of enrolment

A student may discontinue one or all units of study and have these shown as a non-failure on his or her record as set out below. He or she may also enrol in new units as replacements according to the following:

#### (i) *Withdrawal*

A candidate who discontinues enrolment in a full-year or first semester unit on or before 31 March, or in a second semester unit on or before 31 August, shall be recorded as having withdrawn from that unit of study.

#### (ii) *Discontinuation*

A candidate who discontinues enrolment in a unit of study before the end of the lectures for that unit of study shall be recorded as 'Discontinued' unless the Dean, on grounds of serious ill health or misadventure, determines that the discontinuation should be recorded as 'Discontinued with Permission'.

#### (iii) *Adding to enrolment*

A student may not add to the total number of credit points of his or her enrolment after 31 March.

#### (iv) *New enrolments*

After withdrawal from a unit of study a student may enrol in a replacement unit of study up until the end of the third week of semester one for a full-year or first semester unit of study and the end of the third week of semester two for a second semester unit, provided that the total number of credit points in which the student was enrolled at 31 March is not exceeded.

All variations to enrolment must be approved by the Faculty's Student Services Centre staff.

### Timetable

The timetables for the BSc(Arch) and BArch are available before enrolment. Students must consult the timetables closely in planning their enrolment. Units of study cannot be taken if lecture times clash with other units of study being taken.

### Units of study

Units and arrangements for units of study, including staff allocated, as stated in this or any other publication, announcement or advice of the University are an expression of intent only and are not to be taken as a firm offer or undertaking. The University reserves the right to discontinue or vary such units of study, arrangements or staff allocations at any time without notice.

### Units of study available outside the Faculty

It is possible, with permission, for students to take units of study outside the Faculty of Architecture and on satisfactory completion of those units of study to have them credited towards a course within the Faculty. Applications in writing should be lodged with the Faculty's Student Services Centre staff.

### Works visits as part of units of study

Some units of study include works or site visits to places of interest for first-hand observations. Details of these works visits will be given during lectures. Where works visits are a normal part of a unit of study, this is indicated in the unit description. Students are asked to prepare reports on each works visit, particularly in units of study run by the Department of Architectural and Design Science. Other units

of study may involve field work or a community project outside the University grounds.

### Student projects

Although a student's work which is carried out as an assignment during the course will normally be returned, it should be noted that the Faculty has the right to keep all work which may be used for exhibition or publication. It remains the responsibility of every student to safeguard his or her work to prevent damage or loss, particularly at the end of semester when studios are cleaned out.

Students are advised to keep all the graphic material related to their design work in a portfolio for future use as required.

### Further study options after the BSc(Arch) apart from the BArch

Upon completion of the BSc(Arch) degree there are several options available to students for further study within the Faculty of Architecture other than the BArch. Subject to having achieved the appropriate qualifications and having taken the specific prerequisite units of study, a student may apply for admission to any of the following courses:

- Graduate Certificate in Design Science
- Graduate Certificate in Heritage Conservation
- Graduate Certificate in Housing Studies
- Graduate Certificate in Urban Design
- Graduate Certificate in Urban and Regional Planning
- Graduate Diploma in Heritage Conservation
- Graduate Diploma in Housing Studies
- Graduate Diploma in Design Science
- Graduate Diploma in Urban Design
- Graduate Diploma in Urban and Regional Planning
- Master of Philosophy (Architecture)
- Master of Design Science
- Master of Heritage Conservation
- Master of Housing Studies
- Master of Urban Design
- Master of Urban and Regional Planning
- Doctor of Philosophy

For more information see Chapter 7, Postgraduate information.

## Senate resolutions

(subject to Senate approval)

### Bachelor of Science (Architecture) and Bachelor of Architecture

#### Units of study to be completed

1. (1) A candidate shall complete the units of study prescribed by the Faculty for the relevant degree, satisfying all requirements with regard to mandatory units of study and taken in such sequence as the Faculty may determine from time to time.
- (2) Units of study shall consist of lectures and seminars together with such tutorial instruction, essays, exercises, practical work and assignments as may be prescribed by the Faculty.
- (3) A candidate who does not satisfy the coursework requirements in subsection (2) may be refused permission to present for examination in that coursework.
- (4) Credit is granted for coursework on the basis of credit points being gained for successfully completing units of study. One credit point is equivalent to one hour of contact time per week for one semester together with any appropriate practical work.
- (5) Units of study may include prerequisites and/or corequisites.
- (6) A candidate may, in satisfying the requirements of subsection (1), receive credit for units of study previously completed or may enrol in substitute units of study for those prescribed, subject to sections 7, 8, 9, 10 and 11.

2. A candidate who completes a unit of study at a standard higher than that required for a Pass may be awarded High Distinction, Distinction or Credit.
3. A candidate who has been prevented by duly credited illness or misadventure from completing a unit of study may be required to complete that unit of study or supplementary work as the Faculty shall determine.
4. Unless exempted by the Faculty a candidate, having failed to complete a unit of study and being permitted to re-enrol, shall complete all the requirements for that unit of study.
5. A candidate who presents for re-examination in any unit shall not be eligible for any prize or scholarship awarded in connection with such examination.
6. (1) A candidate may take in one year units of study, the total value of which exceeds 54 credit points, only with the approval of Faculty, provided that no candidate may take in any one year units of study the total credit point value of which exceeds 57.  
(2) If in the opinion of the Faculty any change of the resolutions relating to the requirements for the degrees of Bachelor of Science (Architecture) or Bachelor of Architecture acts to the prejudice of a candidate, that candidate may complete candidature under such conditions as may be prescribed by the Faculty subject to the authority of the Academic Board and the Senate.

#### Credit for units of study completed at the University of Sydney

7. (1) A candidate may be granted credit towards the degree for any unit or units of study completed during a previous period of candidature as a non-degree student or in any Faculty or under a Board of Studies at the University, provided that the Faculty shall not grant credit if the result recorded for that unit of study is, or is equivalent to, 'Terminating Pass'.  
(2) The Faculty may, with the consent of another Faculty or Board of Studies, permit a candidate to complete while enrolled in the Faculty of Architecture a unit or units of study taught in the other Faculty or under a Board of Studies but not listed in the Tables of Units of Study.  
(3) Where credit is granted under subsection (1), or permission granted under subsection (2) in relation to a unit of study not listed in the Tables of Units of Study, the Faculty shall specify the deemed credit point value of that unit of study for the purpose of these resolutions.

#### Credit for unit of study completed elsewhere

8. (1) A candidate may be granted credit towards the degree for a unit or units of study regarded by the Faculty as equivalent in workload and academic standard, completed at another university or other tertiary institution.  
(2) The Faculty may permit a candidate to complete after admission to candidature a unit or units of study offered at another university or tertiary institution.  
(3) Where credit is granted under subsection (1) or permission granted under subsection (2) the Faculty shall specify in relation to the unit or units of study concerned either:
  - (a) the unit or units of study in the Tables of Units of Study for which credit has been or would be granted, or
  - (b) their deemed credit point value for the purpose of these resolutions.  
(4) The maximum credit granted under subsection (1) or permission granted under subsection (2) shall not, without the special permission of the Faculty, exceed half the credit point requirement of the relevant degree.

#### Credit for informal learning and experience

9. (1) A candidate may apply to the Faculty to have credit granted towards the degree on the basis of non-credentialled learning or experience, that is equivalent to a unit or units of study in the Table of Units of Study.  
(2) The Faculty will determine the method for demonstrating the achievement of the equivalent academic standard.

#### Conditions on receipt of credit

10. A candidate granted credit towards the degree under section 7, 8 or 9 shall:
  - (a) count towards the degree all units of study so credited subject to the provisions of these resolutions,
  - (b) not count towards the degree any unit of study subsequently completed within the University of Sydney which overlaps substantially in content with the unit or units of study upon which grant of credit is based, and
  - (c) complete all necessary qualifying units of study for the degree within such period of time and such number of years of enrolment as the Faculty may determine having regard to the amount of credit granted, the length of the time over which the unit or units of study concerned were completed and the time limits for completion of the degree prescribed under these resolutions.

#### Restrictions on the grant of credit

11. (1) A candidate shall not, except with the approval of the Faculty, be granted credit towards the degree on the basis of any unit or units of study completed more than nine years prior to admission or readmission to candidature.  
(2) A candidate seeking credit on the basis of a unit of study or units for which the candidate has relied for the award of another academic qualification may:
  - (a) receive specified credit, together with any other credit to the limit set in section 8(4) when the application for credit is on the basis of section 8(1).
  - (b) receive unspecified credit subject to limits set by resolution of the Faculty.  
(3) In addition to the credit granted in subsection (2) a candidate for the BArch may have unspecified credit granted for elective units of study completed in the BSc(Arch), in excess of those needed for the award of the BSc(Arch), and common to both Tables of Units of Study to a maximum of 9 credit points.  
(4) The Faculty may limit the total credit point value of units of study completed outside the Table of Units of Study that may be credited towards a degree.  
(5) Except as provided in subsection (3) credit will not be granted to BArch candidates on the basis of units completed in the BSc(Arch).

#### Time limits

12. (1) Unless the Faculty otherwise determines a candidate shall complete all the requirements for the award of the degree within a (cumulative) total of 10 calendar years of admission or re-admission to candidature.  
(2) A candidate proceeding from the BSc(Arch) to the BArch shall commence candidature for the BArch within six years of completing the BSc(Arch), or shall be required to apply for admission to the BArch.

#### Approval for suspension

13. (1) A candidate must seek suspension of candidature if the candidate:
  - (a) intends not to re-enrol in the next calendar year after discontinuing or failing due to absence each of the units of study in which that candidate has been enrolled, or
  - (b) intends not to re-enrol within two years of last having been enrolled, otherwise the candidature will lapse.  
(2) Except where the Faculty determines otherwise in any particular case, a candidate who suspends candidature for a period in excess of one year shall proceed under the by-laws and resolutions in force at the time of re-enrolment.

#### Lapse of candidature

14. (1) Unless the Faculty otherwise determines in any particular case, a candidature for the degree shall lapse if:
  - (a) all the requirements for the award of the degree in accordance with sections 10 and 12 have not been satisfied, or
  - (b) re-enrolment for the degree as required by section 13 does not occur.

- (2) A person whose candidature has lapsed under subsection (1) shall not re-enrol as a candidate for the degree unless again selected for admission.

### Bachelor of Science (Architecture)

15. An applicant for admission to candidature for the degree of Bachelor of Science (Architecture) shall, before such admission, produce evidence of having qualified for admission under Chapter 10 of the by-laws.
16. The degree shall be awarded in two grades, namely the Pass degree and the Honours degree.

#### *Pass degree*

- 17.(1) A candidate to be eligible for the award of the degree shall have completed units to a total value of at least 144 credit points.
- (2) A candidate for the degree shall:
- complete all mandatory units of study shown in the Table of Units of Study for the Bachelor of Science (Architecture), and
  - complete elective units of study from the Table of Units of Study for the Bachelor of Science (Architecture), provided that the candidate may complete instead of any of the units of study referred to in (a) and (b) above, such other units of study as the Faculty may approve.
- (3) A candidate who proposes to proceed to the Bachelor of Architecture shall complete all prerequisite units for the Bachelor of Architecture shown in the Table of Units of Study for the Bachelor of Science (Architecture).
18. A candidate who has completed a unit of study referred to in 17 above shall have credit points credited towards the completion of the degree in accordance with the values shown in the Table.

#### *Honours degree*

19. An applicant for admission to candidature for the degree with Honours shall:
- except with the permission of the Faculty be of not more than four years' standing or the semester equivalent as a candidate for the Pass degree,
  - have qualified for the award of the Pass degree, and
  - be considered by the Faculty to have requisite knowledge and aptitude.
- 20.(1) Subject to subsection (2), a candidate for the Honours degree shall, in the year subsequent to qualifying for the award of the Pass degree, proceed by one of the following methods:
- present a thesis on a subject approved by the Faculty; or
  - complete units of study equivalent to a maximum total of 12 graduate credit points chosen from the Faculty's graduate Table of Units of Study, such units of study to be approved by Faculty, and present a dissertation on a subject approved by the Faculty, or
  - undertake a semester of full-time study (the equivalent to 24 credit points of coursework) at an Australian or international tertiary institution as part of an exchange program approved by Faculty and present a dissertation on a subject approved by Faculty.
- (2) A person to whom the Pass degree of Bachelor of Science (Architecture) has been awarded may, with the permission of the Faculty, be admitted to candidature for the Honours degree of Bachelor of Science (Architecture) provided that person satisfies the other requirements of these resolutions for admission to candidature for Honours.
- 21.(1) There shall be two classes of Honours namely, Class I and Class II and within Class II there shall be two divisions, namely Division 1 and Division 2.
- (2) The candidate most distinguished at the final examination shall, if the candidate has obtained Honours Class I and in the opinion of the Faculty possesses sufficient merit, receive a bronze medal.
- (3) Except with the permission of the Faculty, no candidate who is of more than five years' standing as a candidate for the degree shall be awarded Honours at graduation.

### Bachelor of Architecture

22. An applicant for admission to candidature for the degree of Bachelor of Architecture shall have:
- completed all the requirements for the degree of Bachelor of Science (Architecture) in the University of Sydney with a weighted average mark in the degree of at least 50, or such other degree of the University of Sydney as the Faculty of Architecture may approve, or possess such equivalent standing as may be approved by the Faculty; and
  - satisfied the Architectural Experience Requirement or equivalent as may be approved by the Faculty.
23. The degree shall be awarded in two grades, namely, the Pass degree and the Honours degree.

#### *Pass degree*

- 24.(1) A candidate to be eligible for the award of the degree shall have completed units of study of total unit value of at least 96 credit points.
- (2) Except with the permission of the Faculty a candidate for the degree shall, before undertaking units of study in accordance with subsection (3), have completed the units of study shown as prerequisites for the Bachelor of Architecture in the Table of Units of Study for the Bachelor of Science (Architecture) if the candidate is proceeding from the Bachelor of Science (Architecture) degree provided that in special circumstances a candidate may be exempted from these requirements with the approval of the Faculty.
- (3) Subject to subsection (2) a candidate shall:
- complete all mandatory units of study in the Table of Units of Study for the Bachelor of Architecture, and
  - complete elective units of study from the Table of Units of Study for the Bachelor of Architecture, provided that the candidate may complete instead of any of the units of study referred to in (a) and (b) above, such other units of study as the Faculty may approve.
25. A candidate who has completed a unit of study referred to in section 24 shall have credit points credited towards the completion of the degree in accordance with the values shown in the Table.

#### *Honours degree*

26. To be eligible for the award of Honours a candidate must complete the unit of study Advanced Study Report.
27. Except with the special permission of the Faculty, no candidate who is of more than two years' standing or the semester equivalent as a candidate for the degree may be awarded Honours at graduation.
- 28.(1) There shall be two classes of Honours, namely Class I and Class II and within Class II there shall be two divisions, namely Division 1 and Division 2.
- (2) The award of Honours at graduation shall depend upon the proficiency shown by a candidate in completing the units of study for the degree and in completing such specific units of study, if any, as may be determined by the Faculty of Architecture.
- (3) The candidate most distinguished at the final examination shall, if awarded Honours Class I and in the opinion of the Faculty possesses sufficient merit, receive a bronze medal.

#### *Failure and exclusion*

The Senate authorises the Faculty of Architecture to require a student who is a candidate for the degree of Bachelor of Science (Architecture) or Bachelor of Architecture to show good cause why he or she should be allowed to re-enrol in the Faculty of Architecture if he or she fails to maintain a weighted average mark of at least 50 per cent.

## Faculty resolutions

### Bachelor of Science (Architecture) and Bachelor of Architecture

#### Availability

1. The number of students admitted into the Bachelor's degrees and the units available may be limited and will be determined by:
  - (a) the availability of resources, including space, library, equipment and computing facilities,
  - (b) availability of adequate and appropriate supervision, and
  - (c) availability of staff resources for the conduct of units of study.

#### Eligibility for admission to Honours in the BSc(Arch)

2. Eligibility for admission to the BSc(Arch) Honours shall be determined by the BSc(Arch) Program Committee which will consider the candidate's academic performance over the three years of the BSc(Arch) Pass degree. Minimum requirements for admission will be a weighted average mark (WAM) of 70 and an approved thesis topic and supervisor. In exceptional cases the Committee may admit a student with a WAM of 65 or higher.
3. A research topic which is satisfactory in terms of research interests, resources and availability of supervision within the Faculty must be agreed upon between the applicant and the BSc(Arch) Program Committee before the candidate can enrol in the unit of study Thesis.

#### Appointment of supervisors for Honours Theses and Advanced Study Reports

4. The Faculty shall appoint a member of the full-time or fractional academic or research staff of the Faculty to act as supervisor of the candidate. The Faculty may also appoint an associate supervisor who may be a member of the academic or research staff of the University, an Honorary Associate or a person with appropriate qualifications in another institution or organisation.

#### Thesis and Advanced Study Report requirements

5. Candidates undertaking a thesis or Advanced Study Report shall:
  - (a) lodge with the Faculty the diesis or Advanced Study Report embodying the results of an original investigation carried out by the candidate,
  - (b) state in the thesis or report, generally in the preface and specifically in the notes, the sources from which the information was derived, the extent to which the candidate has made use of the work of others and the portion of *the* diesis or report which is claimed to be original, and
  - (c) not lodge as the candidate's work any work previously submitted for a degree of the University of Sydney or any other university, but may incorporate such work in the thesis or report provided that the candidate indicates the work so incorporated.

#### Form of a Thesis or Advanced Study Report

6. (1) A diesis or Advanced Study Report may be bound in either a temporary or permanent form.
  - (2) Temporary binding must be able to withstand ordinary handling and postage. The preferred form of binding is the 'Perfect Binding' system; spring back, ring-back or spiral binding is not permitted.
  - (3) The cover of a temporarily bound thesis or Advanced Study Report must have a label showing the candidate's name, name of the degree, title of the thesis or report and the year of submission.
  - (4) The requirements for permanent binding are given in the University's *Calendar 1998, Volume I: Statutes and Regulations*, under the statutes governing the degree of Doctor of Philosophy.

(5) Following examination and emendation if necessary, at least one copy (the Library copy) of the thesis or Advanced Study Report must be bound in a permanent form.

(6) If emendations are required, all copies of the diesis or Advanced Study Report which are to remain available within the University must be amended.

#### Examination of a Thesis or Advanced Study Report

7. The Faculty shall appoint two examiners. The examiners shall report to the Faculty.

#### Result of Honours candidature

8. (1) The Board of Undergraduate Studies shall recommend to the Faculty the award of the degree of BSc(Arch) with Honours whenever the following sections (a) or (b) are satisfied together with the following section (c):
  - (a) the examiners have recommended the degree be awarded without reservation or subject to emendations to all copies of the thesis which are to remain available in the University, or
  - (b) the Board of Undergraduate Studies unanimously accepts the recommendation of the supervisor that the degree be awarded subject to emendations despite reservations expressed by any examiner; and
  - (c) the overall performance in accordance with resolution 8(3)(a) is equivalent to 75% or greater.\*
- (2) The Board of Undergraduate Studies shall recommend to the Faculty the award of the degree of B Arch with Honours whenever any of the following sections (a) or (b) are satisfied:
  - (a) the examiners have recommended the degree be awarded without reservation or subject to emendations to all copies of the Advanced Study Report which are to remain available in the University, or
  - (b) the Board of Undergraduate Studies unanimously accepts the recommendation of the supervisor that the degree be awarded subject to emendations despite reservations expressed by any examiner.
- (3) The Board of Undergraduate Studies will determine the class of Honours, if any, on the following basis:
  - (a) BSc(Arch) degree: The overall performance of the candidate using a mark derived from weighting the mark for the Honours diesis at 65% and the weighted average mark of the Pass degree studies and any coursework undertaken during the Honours year at 35%.
  - (b) BArch degree: The weighted average mark achieved for the degree including the mandatory Advanced Study Report.
- (4) The Board of Undergraduate Studies may recommend, to the Faculty that an unsuccessful candidate be permitted to prepare for reexamination if, in its opinion, the candidate's work is of sufficient merit and the supervisor has so recommended.

#### Satisfactory progress

9. In addition to the resolutions of the Senate regarding satisfactory progress the Faculty shall require a candidate to show good cause why re-enrolment in a unit of study which has been failed twice should be allowed.

#### Delegation

- 10.(1)(a) The Faculty delegates its responsibility for admission to the BSc(Arch) degree to the BSc(Arch) Program Committee.
  - (b) The Faculty delegates its responsibility for admission to the BArch degree to the BArch Program Committee.
- (2) The Faculty delegates its responsibility for examinations to the Board of Examiners.
- (3) The Board of Examiners delegates its responsibility for the determination of Honours to the Board of Undergraduate Studies.

\*Subject to review by the Faculty - check with the Student Services Centre

- (4) The Faculty delegates the following responsibilities to the Dean, who in turn, may delegate them to a nominated Associate Dean:
- approval of examiners,
  - supervisory arrangements,
  - approval of enrolments,
  - administration of results,
  - variations of candidature,
  - extension of candidature, and
  - completion of candidature away from the University,
- subject to these matters being reported to the Faculty or relevant Board or Committee of Faculty.

#### The determination of credit granted on the basis of equivalence to courses in the Tables of Units of Study

11. Pursuant to sections 8 and 9 of the Senate resolutions the Faculty has determined that a candidate seeking credit:
- for units of study completed elsewhere shall apply on the form provided by the Faculty, shall supply documentary evidence of the unit of study description and the assessment result and will be available for discussion with the appropriate unit of study coordinator, and
  - on the basis of non-credentialed learning or experience shall apply on the form provided by the Faculty and shall be available for assessment by the appropriate unit of study coordinator.
- The course coordinator will be satisfied of the equivalence from the documentary evidence and discussion under (a) and by appropriate assessment of the candidate under (b) before credit will be granted.

#### Restrictions on unspecified credit and credit for units outside the Tables of Units of Study

- 12.(1) The maximum credit that a candidate may receive on the basis of:
- unspecified credit based on units of study completed towards another degree for which there has been an award, and
  - credit received for units of study completed after admission outside the Table of Units of Study, and
  - in the case of the B Arch, credit received for excess units of study in the BSc(Arch),
- shall not exceed 35 credit points for the BSc(Arch) or 26 credit points for the BArch.
- (2) The granting of unspecified credit towards the BSc(Arch) or the BArch shall be limited to the degree in which the candidate enters the architecture program.

#### Admission to the Bachelor of Architecture Degree

13. Pursuant to section 22 of the Senate resolutions relating to admission to the Bachelor of Architecture, an applicant for admission to the Bachelor of Architecture may satisfy the requirement of Senate resolution 22(2), the Architectural Experience Requirement, by completing either the requirements for award of the degree of Bachelor of Science (Architecture) with Honours or, by the date of enrolment, showing evidence of completion of one or more of the following:
- professional work experience as an employee in architecture (minimum of 18 weeks recorded in the Architects Accreditation Council of Australia (AACA) Log Book);
  - field study in relation to architecture (including, but not limited to, international field study);
  - professional work experience in a related industry (minimum of 18 weeks appropriately recorded);
  - study at an Australia or overseas tertiary institution in a relevant discipline; or
  - a combination of methods (a)-(d) above.

#### Assessment Appeals Review Board

The Faculty has resolved that there shall be an Assessment Appeals Review Board.

- The Board will meet at the formal request of a student of the Faculty to consider an appeal regarding the assessment of any coursework subject of the Faculty.
- The Board will not review marks awarded but will consider appeals for a reassessment of work based on assessment procedures, illness, misadventure, etc.
- The Board will request the attendance of the examiner for the appeal. If either the examiner or student wishes, they may attend separately, but only if the other party agrees or if there are, in the view of the Board, exceptional circumstances.
- The Board will report its recommendations to the examiner and to the Faculty's Board of Examiners.
- The membership of the Board will be the Dean and up to five persons referred to in subsection 1(a) of the resolutions of the Senate relating to the constitution of the Faculty of Architecture and up to four students who are enrolled in the coursework degrees of the Faculty, all of whom will be appointed by the Dean, on the advice of the heads of departments and in consideration of the nature of the appeals before the Board. For an appeal by an undergraduate student, the four students shall be nominated by the Sydney University Architecture Society.



# Postgraduate information

## Areas of research interest

The research interests of staff members fall into the following broad areas of established and newly initiated research:

### *Architecture*

Architectural Education  
Architectural History and Theory  
Heritage Conservation  
Housing

### *Architectural Science*

Acoustics and Audio  
Building Services  
Energy Conservation  
Illumination  
Neural Networks

### *Design Science*

Computational Models of Design  
Computer-mediated Collaborative Design  
Design Cognition  
Evolutionary Design  
Machine Learning in Design  
Virtual Architecture

### *Urban Planning and Public Policy*

Economic and Community Development  
Environmental and Physical Planning Procedures  
Northern Australian and Pacific Development  
Urban Development and Planning Theory

### *Other research areas*

Environment-Behaviour/Cultural Studies  
Environmental Sustainability

## Doctor of Philosophy

This research degree is awarded for a thesis considered to be a substantial, original contribution to the discipline concerned. Entry requirements include a Master's degree or a Bachelor's degree with first or second class honours. Alternatively you may be admitted having passed a qualifying examination at an equivalent standard. This examination could be completion of a period of relevant advanced study and research towards a Master's degree at the University of Sydney. It is generally completed in 3-5 years full time or 4-7 years part time. Various forms of financial assistance are available.

For more information see the Faculty's Graduate Programs Prospectus or contact the Program Director:

Professor John Gero  
Associate Dean (Graduate Studies)  
Faculty of Architecture  
University of Sydney  
NSW 2006, Australia

## Master's degree by research

### Master of Philosophy (Architecture) (MPhil(Arch))

The research master's program allows a candidate to undertake research and advanced specialisation in any of the areas of scholarship and research undertaken by the Faculty. Entry requirements for the MPhil(Arch) include a bachelor's degree in a relevant discipline. The program is generally completed in 2 years' full-time or 4 years' part-time study. Students with a first or second class honours degree may complete the program in 2 semesters.

For more information, see the Faculty's Graduate Program Prospectus or contact the Program Director:

Professor Gary Moore  
Faculty of Architecture  
University of Sydney  
NSW 2006, Australia  
Email: [gtmoore@arch.usyd.edu.au](mailto:gtmoore@arch.usyd.edu.au)

## Coursework programs

### Design Science

Master of Design Science, MDesSc  
Graduate Diploma in Design Science, GradDipDesSc  
Graduate Certificate in Design Science, GradCertDesSc

With specialisations in the following areas:

Audio Design  
Building Services  
Design Computing  
Digital Media  
Energy Conservation  
Facilities Management  
Illumination Design

The graduate program in Design Science aims to provide continuing education and training for design professionals who wish to apply architectural and design science knowledge to careers in design practice, management, research and development, and education. A variety of well defined specialisations are available.

For more information see the Faculty's Graduate Programs Prospectus or contact the Graduate Admissions Adviser:

Ms Lesley Vanderkwast  
Faculty of Architecture  
University of Sydney  
NSW 2006, Australia  
Email: [lesley@arch.usyd.edu.au](mailto:lesley@arch.usyd.edu.au)

### Heritage Conservation

Master of Heritage Conservation, MHeritCons  
Graduate Diploma in Heritage Conservation, GradDipHeritCons  
Graduate Certificate in Heritage Conservation, GradCertHeritCons

The program's primary aim is to develop skills in the assessment, interpretation, management, formulation of policy and documentation of culturally significant places, including buildings, sites and cultural landscapes. Secondary aims include the analysis of pressures for change and the promotion of cross-cultural study. The program emphasises the importance of management issues and a practical understanding of mechanisms of statutory authorities, both local and international, which affect conservation and development.

For more information see the Faculty's Graduate Programs Prospectus, contact the Graduate Admissions Adviser:

Ms Lesley Vanderkwast  
Faculty of Architecture  
University of Sydney  
NSW 2006, Australia  
Email: [lesley@arch.usyd.edu.au](mailto:lesley@arch.usyd.edu.au)

or contact the Program Director:

Dr Richard Lamb  
Department of Architecture, Planning and Allied Arts  
University of Sydney  
NSW 2006, Australia  
Email: [lamb@arch.usyd.edu.au](mailto:lamb@arch.usyd.edu.au)



## Housing Studies

Master of Housing Studies, MHS  
Graduate Diploma in Housing Studies, GradDipHS  
Graduate Certificate in Housing Studies, GradCertHS

The purpose of the program is to educate people who will extend and enhance the standards and quality of housing services in both the public and private sectors. Housing Studies professionals are engaged in the design and delivery of housing services to a local contemporary urban society. Through concurrent studies in the contexts within which housing is procured and how it is managed, students engage in the dynamics of policy and practice, demand and supply, and public and private sector involvement.

For more information see the Faculty's Graduate Programs Prospectus; contact the Graduate Admissions Adviser:

Ms Lesley Vanderkwaast  
Faculty of Architecture  
University of Sydney  
NSW 2006, Australia  
Email: [lesley@arch.usyd.edu.au](mailto:lesley@arch.usyd.edu.au)

or contact the Program Director:

Mr Colin James  
Department of Architecture, Planning and Allied Arts  
University of Sydney  
NSW 2006, Australia  
Email: [fell@arch.usyd.edu.au](mailto:fell@arch.usyd.edu.au)

## Urban Design

Master of Urban Design, MUrbDes  
Graduate Diploma in Urban Design, GradDipUrbDes  
Graduate Certificate in Urban Design, GradCertUrbDes

The program curriculum is contributed to by both departments of the Faculty, with the design studio project as the central core. Candidates are engaged in the creative yet informed generation and discussion of leading design concepts for urban areas, developing design and policy skills needed to effect useful and sustainable urban change. A wide range of related disciplines and viewpoints is introduced, to nurture a deep understanding of the conception, shaping and implementation of urban design projects, programs and policies. The curriculum is continually updated to meet shifting urban realities in relation to societal, cultural, technological and environmental change.

For more information see the Faculty's Graduate Prospectus; contact the Graduate Admissions Adviser:

Ms Lesley Vanderkwaast  
Faculty of Architecture  
University of Sydney  
NSW 2006, Australia  
Email: [lesley@arch.usyd.edu.au](mailto:lesley@arch.usyd.edu.au)

or contact the Program Director:

Visiting Professor Peter Droege  
Department of Architecture, Planning and Allied Arts  
University of Sydney  
NSW 2006, Australia  
Email: [droege@arch.usyd.edu.au](mailto:droege@arch.usyd.edu.au)

## Urban and Regional Planning

Master of Urban and Regional Planning, MURP  
Graduate Diploma in Urban and Regional Planning, GradDipURP  
Graduate Certificate in Urban and Regional Planning, GradCertURP

The Program has been operating for almost 50 years, with graduates in leading planning positions around the world pursuing a wide range of employment opportunities in an equally wide range of countries. The courses provide professional training in the many challenging ideas, questions

and problems confronting our cities and the environment as we move towards the millennium. Cities and urban issues are increasingly on the public political agenda and courses in the department enable planning professionals to participate actively in debates on the future. The program is recognised by the Royal Australian Planning Institute and graduates are eligible, subject to the professional experience requirements, for corporate membership of that body.

The program accepts candidates with a wide range of academic backgrounds including architectural, engineering, surveying, economics, geography, law and other qualifications in the social sciences, humanities, and natural sciences.

For more information see the Faculty's Graduate Programs Prospectus or contact the Program Director:

Associate Professor John Lea  
Department of Architecture, Planning and Allied Arts  
University of Sydney  
NSW 2006, Australia  
Email: [gmills@arch.usyd.edu.au](mailto:gmills@arch.usyd.edu.au)  
Email: [john@arch.usyd.edu.au](mailto:john@arch.usyd.edu.au)

## Research centres

### Key Centre of Design Computing and Cognition

The Key Centre of Design Computing and Cognition was established by the University with funding provided by the Department of Employment, Education and Training. The Key Centre's principal objectives are to improve the effectiveness and competitiveness of designers by providing better design decisions support through advanced computing technology. The philosophy of the Key Centre is to consider design as a discipline in its own right, requiring an interdisciplinary approach to its computational support, the Key Centre carries out teaching, research, development and consulting in the areas of design computing and design cognition. It initiates teaching courses at both undergraduate and graduate levels and offers the opportunity to carry out design research towards the Master of Philosophy or Doctor of Philosophy. Web site [www.arch.usyd.edu.au/kcdc](http://www.arch.usyd.edu.au/kcdc).

### Planning Research Centre

The Planning Research Centre fosters applied research into planning and development and research utilization in the professions. It also sponsors seminars in specialized fields and promotes the publication of research material. Web site [www.arch.usyd.edu.au/duprweb/prc/](http://www.arch.usyd.edu.au/duprweb/prc/).

### Ian Buchan Fell Housing Research Centre

Ian Buchan Fell, who died in 1961, left the income from his estate to the University for the promotion and encouragement of education and research on housing. The Centre is concerned with the needs of people relative to their housing. These needs are related to the complex interactions between people, their housing and other aspects of the built environment. Web site [www.arch.usyd.edu.au/fac-arch/ibfellre/](http://www.arch.usyd.edu.au/fac-arch/ibfellre/).

### Other research groups

In addition to the three major research centres, there are a number of academic staff, post-doctoral students, research staff and students working on architectural history and theory, cognitive models of design, environment and behaviour, environmental science, environmental sustainability, heritage conservation, urban design and urban and regional planning. For more information on research contact the Associate Dean for Research:

Professor Mary Lou Maher  
Faculty of Architecture  
University of Sydney, NSW 2006, Australia  
Email: [mary@arch.usyd.edu.au](mailto:mary@arch.usyd.edu.au)



# Other information for Architecture students

## Enrolment

In determining the academic direction of their degree courses, students face a complex task when enrolling as course structures allow wide choice. They must ensure that their yearly program of study not only meets their own requirements but also complies with those of the unit system, the prerequisite structure, the provisions for mandatory units of study and the structure of the timetable. They must also ensure that their enrolment each year gives them a workload evenly balanced over the full academic year, bearing in mind that some units of study run for one semester only and others for the full year. Staff of the Faculty will be available to assist students with the task of enrolment. Listed below are major points that must be borne in mind during enrolment and whenever variation of enrolment is contemplated:

- completion of mandatory units of study;
- completion of prerequisites for units of study in which enrolment is intended;
- compliance with total credit point requirements for each degree;
- completion of prerequisites for the Bachelor of Architecture degree course;
- structuring of an even workload over the two semesters of the academic year;
- avoidance of timetable clashes;
- observance of the full-time annual load of 48 credit points (maximum 54 credit points, see *Senate Resolution 6*) total for all units of study taken in the BSc(Arch) and BArch degrees in any one year.

## Photographs and registration of students

With the enrolment of each new group of students in first year, associating names with faces is a difficult task. To assist the staff a photograph will be taken of each student. Students will be notified of the time and place for this.

## Suspension of candidature

Candidates may apply for suspension of their candidature due to work pressures, illness, transfers from Sydney, etc. Such applications should be lodged with the Faculty's Student Services Centre as soon as possible giving full details of the reasons for suspension and the period of the suspension requested. The Faculty normally considers suspensions one year at a time. *It is important that once the period of suspension is over candidates either formally re-enrol or apply for a further period of suspension.*

## Attendance

Students are required to attend all lectures and other classes. A student who has been absent without leave for more than ten per cent of the classes in a particular unit of study in any one semester may be required to show cause why she or he should not be deemed to have failed to complete that unit of study.

## Assessment methods and posting of results

### **Bachelor of Science (Architecture) and Bachelor of Architecture**

A system of continuous assessment is applied in most units of study. In some units of study assignments are set during and at the end of the unit. Assessment by examination at the end of the unit of study is carried out for some units.

Further testing may be given to provide a student with a second chance to pass a unit of study. The opportunity to do further testing is granted only if the student's original work demonstrates that he or she has potential to perform

satisfactorily (or has been seriously ill or had some other misfortune).

Students may be awarded the grades of High Distinction, Distinction or Credit for achieving a high standard in a unit of study. These grades provide the means of assessment for awarding scholarships and prizes, the selection of students who may enrol for the BSc(Arch) honours degree and the award of honours in the BArch degree.

*Final results* for units of study are discussed by staff at a number of examiners' meetings, where extenuating circumstances (illness, etc.) are taken into account. The general results for the year are usually posted on the university noticeboards in the Main Quadrangle during the week before Christmas. The Registrar writes to each student notifying him or her of the results in each unit of study.

## Faculty late submission policy

In the interests of equity, the Faculty requires students to submit all assignments by the due dates, which are notified in the formal written information given to students for each unit of study.

This policy applies to all undergraduate and graduate coursework students in the Faculty. The heads of the departments are responsible for ensuring that this policy is applied consistently by all staff to all units of study (and their components).

### **1. Extensions**

An extension to a submission date may be granted to a student in the event of illness or misadventure, or for a part-time postgraduate student because of unexpected employer demands.

To request an extension, the student must complete a student request form available from the Faculty's Student Services Centre, as soon as practical after the illness or misadventure. A graduate student requesting an extension based on employer demands should do so as soon as he or she becomes aware of the change in circumstances.

The student:

- returns the completed request form with original copies of any documentary evidence to the Student Services Centre;
- contacts and provides copies of the form and evidence to each unit of study coordinator involved.

The unit of study coordinator will:

- inform the student whether he or she has been granted an extension and if so, the revised due date;
- keep a record of all requests received for special consideration (including extensions) including the date received, and the date of and response to the student.

### **2. Late submissions without permission**

Where a student has not received an extension to the due date, the following will apply to each late submission (includes separate components of a unit's assessment, BSc(Arch) honours theses, Advanced Study Reports and dissertations):

Submissions of assignments will be accepted up to 14 days late with the following penalties applied

- Up to 7 days late: the mark awarded is reduced by 10 per cent
- Up to 14 days late: the mark awarded is reduced by 30 per cent
- More than 14 days late: not accepted.

## Professional qualifications

Graduates who hold the degree of Bachelor of Architecture will be entitled to registration as architects under the New South Wales Architects Act 1921, as amended, subject to obtaining two years of approved practical experience, at least twelve months of which must be subsequent to graduation, and passing an architectural practice examination before registration. Application for registration may be made to the Board of Architects of New South Wales, 'Tusculum', 3 Manning Street, Potts Point, 2011.

Students are eligible for student membership of the Royal Australian Institute of Architects. Student members receive each issue of *Architecture Australia*, the New South Wales

Chapter Bulletin, and the RAI News. They may also attend Institute functions.

Admission to Associate Membership of the Royal Australian Institute of Architects is based on two years' approved practical experience.

### Publications

- *University of Sydney Diary* - giving details of the University's organisation, examinations, assistance for disabled students, child care facilities, housing, health, counselling, financial assistance, careers advice and a range of other matters - available free from the Student Centre or from University of Sydney Union outlets.
- *Map Guide*, including maps of the University, off campus centres and local bus routes.
- *Where to find that room* - showing the location of all Main Campus rooms used for examinations, and named rooms in the Main Quadrangle area.
- Faculty Handbooks.
- *Calendar 1999, Vol. I: Statutes and Regulations*.
- *Graduate Studies Prospectus*.
- *Graduate Studies Handbook*.

### Confirmation of enrolment

All the information provided when you enrol is added to the University's computerised student record system. This includes your degree, academic year and the subjects you are taking. It is important that this information be recorded correctly at the beginning of the year, and amended should a change occur in any of the details during the year. Under the Higher Education Contribution Scheme (HECS), any subject enrolment has a financial implication.

To enable you to see what enrolment data has been recorded, you will be sent a HECS assessment notice every semester. You should check this carefully. If the information is correct you should keep the notice as a record of your current enrolment. Should the notice be incorrect in any detail, you should advise the Faculty's Student Services Centre promptly to have your record amended. A new notice will then be prepared and sent to you.

If you wish to:

- change a subject in which you are enrolled
- discontinue a subject
- discontinue enrolment totally

you should apply at the Faculty's Student Services Centre to obtain the appropriate approval. Your record at the University will not be correct unless you do this and in some cases you could incur a financial liability under HECS. *It is not sufficient for instance to tell the teaching or tutoring staff that you discontinued a subject.*

### Assessment and examinations

*All faculties except Medicine*

There are two formal examination periods in each year.

Period	Held	Approximate duration
Second semester	November	3-4 weeks
First semester	June	2-3 weeks

In addition individual faculties and departments may examine at other times and by various methods of assessment, such as essays, assignments, viva voce, practical work, etc. Some departments do not examine during the first semester.

*Examination timetables.* Draft timetables are displayed in the Main Quadrangle, approximately 3-4 weeks before the commencement of examinations. Notice will be given in the News and on departmental noticeboards. Enquires about these may be made at the Student Centre. Printed copies of the final timetables are available from the Student Centre, Law School, United Dental Hospital, University Farms, Economics, Nursing, Education and Engineering faculty offices and the Carslaw foyer on Level 2.

*Study vacation.* A period after lectures at the end of each semester is set aside for study and preparation.

*Notification of examination results.* The results of annual examinations are displayed on noticeboards in the Main Quadrangle and posted directly to you at the end of the year.

*Disclosure of examination marks.* Final marks will appear on your annual result notice. Marks may also be obtained from your department for the major components of assessment which make up the final marks. You are entitled to information about any details of the assessment procedures used to determine the final result.

Your examination scripts and any other assessment material may be retrieved within a reasonable time after the completion of assessment in each unit of study. This does not apply to examination papers which involve the repeated use of the same material in successive examinations.

*Examination grades.* Each unit taken will be allotted one of the following grades at the annual examinations:

Grade	Per cent
High Distinction	85-100
Distinction	75-84
Credit	65-74
Pass	50-64
Fail	below 50

The Faculties of Agriculture, Engineering and Science also allot one or more of the following grades of Pass: Terminating, Concessional, and Terminating-Optional Supplementary.

*Award of examination grades.* It is important to note that the University does not use a set formula for determining the number of specific examination grades to be awarded in particular subjects. However there is a policy of the Academic Board on trying to achieve equity between faculties on the number of merit grades to be awarded in subjects. This policy is printed below.

'The following proportions of merit grades to be awarded in each subject are provided to examiners as indicative only. *They are certainly not to be considered as quotas.* The proportions have been refined over the years to provide a basis for equity of examination results between faculties, particularly the 'generalist' faculties of Arts, Economics and Science. Equity of examination results is important in its own right, but is crucial when Honours students are being considered for the award of Australian Postgraduate Scholarships. Please note that the proportions are cumulative and are based on the number of students who gain a Pass or better in the particular subject.

	% High Distinction	% Distinction +	% Credit +
First year units of study	3	14	42
Second year units of study	3	16	46
Third year units of study	4	18	50

The proportions of merit grades may vary from unit to unit and from year to year, reflecting different capabilities of different groups. Any variations will be compared with previous years and the proportions will continue to be refined in the light of experience.'

*Illness or misadventure.* You may apply in writing for special consideration of your examination performance on grounds of illness or misadventure. In the case of *illness* a medical certificate should be provided. The minimum requirements of a medical certificate are that it:

- be submitted and signed by your own medical practitioner and indicate the date on which you sought attention;
- certify unambiguously to a specified illness or medical disability for a definite period;
- indicate the degree of your incapacity, and express a professional opinion as to the effect of your illness on your ability to take an examination.

Certificates in connection with annual examinations should be submitted prior to the examinations, unless the illness or misadventure takes place during the examinations, in which

case the evidence must be forwarded as soon as practicable, and in any case before the close of the examination period. There is a special form available at the Student Centre and at the University Health Service for submission with medical certificates.

For special consideration on the ground of *misadventure*, your application must include a full statement of circumstances and any available supporting evidence.

*The need to seek early advice.* Many students in need of advice fail to make full use of the assistance available to them. If you believe that your performance during a unit, or your preparation for your examinations, has been adversely affected by medical, psychological or family circumstances, you should seek advice as early as possible. Members of the teaching staff, of the University Counselling Service, and of the University Health Service, are all available for consultation and can give advice on appropriate action to take.

## Exclusion

### Restriction upon re-enrolment

There are certain circumstances in which you could be asked to show good cause why you should be permitted to repeat any previously attempted study. In the Faculty of Architecture the two most common circumstances are:

- (i) if you fail to maintain a weighted average mark of at least 50 per cent; and
- (ii) if you fail or discontinue any unit of study more than once.

The resolutions of the Senate restricting re-enrolment may be found in the University's *Calendar 1998, Vol. 1: Statutes and Regulations*, indexed under 'Re-enrolment'. If you are in any doubt about your liability for exclusion following academic failure or discontinuation of units of study you should seek advice from the Student Services Centre.

It is not possible to define in advance all the reasons that constitute 'good cause' but serious ill health, or misadventure properly attested, will be considered. In addition your general record, for example in other units, would be taken into account. In particular if you were transferring from another faculty your record in your previous faculty would be considered. Not usually acceptable as good cause are such matters as demands of employers, pressure of employment, time devoted to non-university activities and so on, except as they may be relevant to any serious ill health or misadventure.

## Appeals

Many decisions about academic and non-academic issues are made in the University each year, and in some cases the by-laws or resolutions of the Senate provide for a right of appeal against decisions. This is the case, for example, in the resolutions of the Senate relating to exclusion of students after failure. However, there are many other situations without such specific provision for appeal where you might wish to have a decision reviewed or to draw attention to additional information relevant to your case. As a general rule in these circumstances you are invited to address a request of this nature in writing, or to discuss the matter with the relevant organisation (for example, the SRC or SUPRA) or University department (for example, Examinations, Scholarships, Financial Assistance). Advice may also be sought from the Faculty Office.

## Discrimination

The University is opposed to all forms of discrimination, including those based on sex, race, marital status, age, sexual preference, political or religious beliefs and physical impairment. State and Federal legislation supports this view. Discrimination can occur in various ways, including verbal and physical harassment. The Vice-Chancellor has appointed Discrimination Advisers to hear complaints from staff and students who suspect or believe that they are being discriminated against.

The Discrimination Advisers are available to discuss problems in confidence and to provide advice and assistance if the complainant wishes.

For a list of current advisers contact the Equal Employment Opportunity Unit, phone (02) 9351 2212.

## Staff

### Faculty

#### Dean and Professor

Professor Gary T. Moore, BArch *Calif MA Clark PhD Clark* ARAPIRAIA FAPA. Appointed 1997

#### Head, School of Graduate Studies

Professor John S. Gero, BE *UNSW MBdgSc PhD, FRSA* FJEAiwFAAAI

#### Head, School of Undergraduate Studies

Kristine S Sodersten, DipHEd *UNSW*, BArch, ARAIA

#### Associate Dean (Graduate Studies)

Professor John S. Gero, BE *UNSW MBdgSc PhD, FRSA* FJEAusFAAAI

#### Associate Dean (Research)

Professor Mary Lou Maher, BS *Col. MS PhD Carnegie-Mellon*

#### Associate Dean (Development)

Dr Peter Phibbs, BA MSc PhD *UNSW*

#### Associate Dean (Teaching and Learning)

Associate Professor A. Terrence Purcell, PhD *Macq. B A*

#### Associate Dean (Undergraduate Studies)

Kristine S Sodersten, DipHEd *UNSW*, BArch, ARAIA

#### Bachelor of Science (Architecture) Program Coordinator

Kristine S Sodersten, DipHEd *UNSW*, BArch, ARAIA

#### Bachelor of Architecture Program Coordinator

Anna Rubbo, BArch *Melb DArch Mich. RAIA*

### Graduate Programs Coordinators

#### Audio Design Program

To be appointed

#### Building Services Program

Associate Professor Warren G Julian, BSc BE MSc(Arch) DipBdgSc PhD, LFIESANZIALD (*acting coordinator*)

#### Design Computing Program

Professor Mary Lou Maher, BS *Col. MS PhD Carnegie-Mellon*

#### Digital Media Program

Dr Scott Chase, SB (Art and Design) *M.I.T. MA PhD U.C.L.A.* (*acting coordinator*)

#### Energy Conseiyation Program

Bruce S A Forwood, BArch

#### Facilities Management Program

Hilaire Graham, MScArch *Land BSc(Arch) BArch*, GradDipDesSc GradCertEdStud, Registered Architect

#### Heritage Conservation Program

Dr Richard J Lamb, BSc CBiol MIBiol MAIBiol PhD *N.E.*

#### Housing Studies Program

Colin L. James, AM, MArch *Harv. DipTCP ASTC(Arch)* S.T.C., RAIA RAPI

#### Illumination Design Program

Associate Professor Warren G Julian, BSc BE MSc(Arch) DipBdgSc PhD, LFIESANZIALD

#### Urban Design Program

Visiting Professor Peter Droege, Diplng *Munich U.T.* MArchAS *M.I.T.*, MRAPIAAIA

#### Urban and Regional Planning Program

Associate Professor John P Lea, MA *Camb. PhD Witw.*, DipTP *Cent. Land. Poly.*, MRTPI MRAPIMIEnvSci

#### Faculty Manager

Raymond J Patman, MA BEc

#### Executive Assistant to the Dean

Jacqui Hunt

#### Finance and Resources Manger

Kerry Song, BSc(ApplEcon) *NELondPoly*

## Academic Support Centre

### Administrative Assistants

Megan Haig

Penny Hood  
Suzanne Roberts  
Sally Yong  
To be appointed

#### Student Services Centre

*Student Services Manager*  
Jane Clark  
*Student Services Centre Officers*  
Gregory Barker, BA *U.N.S.W.*  
Vivienne Schell, DipTeach *Guild T.C. BA*

#### Architectural and Technical Services Centre

*Architectural and Technical Services Centre Manager*  
Phil Granger  
*Technical Officers*  
Ken Stewart (*Architectural and Design Science*)  
Rick Moss (*Architectural and Design Science*)

#### Marketing and Development Centre

*Marketing and Development Manager*  
Michaela James, BA GradDip(Professional Art Studies)  
*U.N.S.W.*  
*Marketing and Development Officer*  
Lesley Vanderkwast  
To be appointed

#### Audiovisual Centre

*Audio Visual Centre Manager*  
To be appointed

#### Computer Systems Centre

*Computer Systems Manager*  
Andrew Winter  
*Computer User Support Officers*  
Joseph R Nappa, BE  
Jason Thome BSc *S. Aust.* BSc(Hons) *Adel.*  
*Attendants*  
John Darcy  
Bruce Hyde

#### Department of Architecture, Planning and Allied Arts

*Head of Department*  
Anna Rubbo, BArch *Melb.* DArch *Mich.*, RAJA  
*Professor of Architecture*  
To be appointed  
*Visiting Professor of Urban Design*  
Peter Droege, DipIng *Munich T.U.*, MArchAS *M.I.T.*, MRAPI  
AAIA  
*Adjunct Professors of Architecture*  
Kerry Clare, BArch *Q.U.T.*, RAJA  
Lindsay Clare, DipArch *Q.U.T.*, RAIA  
Christopher Johnson, MBEnv *U.T.S. March U.N.S.W.* BArch,  
FRAIA  
*Professors Emeriti*  
Serge Domicelj, LicArchit *BuenosAires* DipCD *Edin.*, FRAPI  
R N (Peter) Johnson, AM, BArch HonDArch, LFRAIA RIB A  
HonFRAIC HonFAIA  
Geoffrey P Webber, MSc(Arch) *Col.* BArch MTCP, FRAIA  
RAPIARIBA  
*Associate Professors*  
John PLea, MA *Camb.* PhD *Witw.* DipTP *Cent. Lond. Poly.*,  
MRTPI MRAPI MIEnvSci  
Anna Rubbo, BArch *Melb.* DArch *Mich.*, RAIA  
John G Toon, DipArch *Leic.*, FRAPI MTRPI ARTE A ARAIA  
*Adjunct Associate Professor*  
Harvey Sanders, MSc *Reading* MPhil *Lond.*, FRAPI MRTPI  
ARICS  
*Honorary Associate Professors*  
Jennifer E Taylor, MArch *Wash.*, FRAIA  
*Senior Lecturers*  
Trevor Howells, DipConsStud *York* BArch  
Colin L James, AM, MArch *Harv.* DipTCP ASTC(Arch) *STC.*  
RAIARAPI

Swetik Korzeniewski, MArch *Penn.* BArch, ARAIA.  
Richard J Lamb, BSc CBIol MTBiol MAJJBiol PhD *N.E.*  
Peter Phibbs, BA MSc PhD *U.N.S.W.*  
Phillip M Taylor, BArch *U.N.S.W.*, FRAIA  
*Honorary Senior Lecturer*

Adrian B Snodgrass, BArch MSc(Arch) PhD  
*Lecturers*  
Martin J Payne, MS *Col. State*  
Virginia Ross, MA *U.N.S.W.*  
Kristine S Sodersten, DipHEd *U.N.S.W.*, BArch, ARAIA  
*Associate Lecturers*  
Jan Fieldsend, MA *U.N.S.W.*, DipEdAuck.  
Glen Hill, MPM *U.T.S.* BArch PhD  
Mark Jones, BA(VisArts) *S.C.A.* BEd(ArtEd) *Curtin*  
GradDip(Ceramics/3D Studies) *N'cle (N.S.W.)*  
*Senior Research Assistant*  
Susan Clarke, BArch DipTCP DipBldgSc  
*Honorary Associates*  
Graham E. Holland, BArch *U.N.S.W.* PhD  
Gerard Moore, BTh *Syd. Coll. Div. STL STD Cath. U.*  
*America* BA

#### Department of Architectural and Design Science

*Head of Department*  
Mary Lou Maher, BS *Col.* MS PhD *Carnegie-Mellon.*  
*Professors*  
*Professor of Design Science*  
John S Gero, BE *U.N.S.W.* MBdGSc PhD, FRSAFTEAust  
FAAAI. Appointed 1985.  
*Professor in Design Computing*  
Mary Lou Maher, BS *Col.* MS PhD *Carnegie-Mellon.*  
Appointed 1998.  
*Professor Emeritus*  
Henry J Cowan, AO, BE MSc *Mane.* DEng PhD *Sheff.*  
HonMARCH HonDArch, FRSAFASCE FIStructE FTEAust  
HonFRAIA  
*Adjunct Professors*  
Peter Hein, BMechEng *Melb.*  
Alexander Wargon, BE *Technion* MSc *Harv.*, FTEAust  
FICE(UK) FACSE  
*Associate Professors*  
Fergus Fricke, BE *Melb.* PhD *Monash* DipME *Swinburne*  
*Tech. Coll.*, MAAS MASAMNZAS  
Warren G Julian, BSc BE MSc(Arch) DipBdGSc PhD,  
LFJESANZIALD  
ATerrence Purcell, PhD *Macq.* BA  
*Honorary Associate Professor*  
Peter R Smith, MArch PhD, FRAIA  
*Senior Lecturers*  
Bruce S A Forwood, BArch  
David J Gunaratnam, BSc(Eng) *Cey.* PhD *Camb.*  
*Honorary Senior Lecturer*  
David M Rowe, DipMechEng, ASTC FIE MATRAH  
*Lecturers*  
Scott Chase, SB (Art and Design) *M.I.T.* MA PhD *U. CIA.*  
Hilaire Graham, MScArch *Lond.* BSc(Arch) BArch,  
GradDipDesSc GradCertEdStud, Registered Architect  
Simon N. Hayman, BSc(Arch) MArch PhD DipIllumDes,  
FRSA MTESANZ  
*Associate Lecturers*  
Paul Murty, MArch  
Ronit Shakya, MSc(Eng) PhD *Tech. U. Budapest*  
*Senior Research Fellow*  
Michael A Rosenman, BArch MBdGSc PhD  
*Research Fellow*  
Simeon Simoff, MScEE PhD *Moscow Power Eng. Inst.*  
*Postdoctoral Fellow*  
Anna Cicognani, Laurea Arch *Milano*, PhD  
*Administrative Assistant*  
Anne Christian  
*Honorary Associates*  
Norman Carter, MA PhD, MAAS  
John L Goldberg, BSc the PhD

Estelle Lazar, BAPhD  
 Nancy Ruck, BArchAuck, PhD *U.N.S.W.* MBdgSc  
 Garry Stevens, BSc(Arch) DipArchComp MScSoc PhD  
 Neville Thiele, BE, FAES FIREE FIEAust MSMPTE

### The Denis Winston Architecture Library

#### Librarian

Lise Roberts, BAPhD, DipLib *U.N.S.W.*

#### Library Assistant

Michael Arndell

#### General Library Assistants

Jean B assert

Rowie Daskalakis

## Centres

### Ian Buchan Fell Housing Research Centre

#### Director

Colin L James, AM, MArch *Harv.* DipTCP ASTC(Arch)  
 S.T.C.,RAIARAPI

### Key Centre of Design Computing and Cognition

#### CoDirectors

Professor John S. Gero, BE *U.N.S.W.* MBdgSc PhD, FRSA  
 FIEAust FAAAAI

Professor Mary Lou Maher, BS *Col.* MS PhD

#### Carnegie-Mellon

Associate Professor A Terrence Purcell, PhD *Macq.* B A

### Planning Research Centre

#### Director

Associate Professor John G Toon, DipArch *Leic.* FRAPI  
 MTRPIARIB A ARAIA

#### Deputy Director

Martin J Payne, MS *Col. State*

Associate Director (*Research and Development*)

Jon Hall, *BAMassey* MTCP

#### Administrative Assistant

Joanne Greenwood

### Tin Sheds Gallery and Art Workshops

#### Coordinator

Jan Fieldsend, MA *U.N.S.W.* DipEdAuck.

## Scholarships and prizes

A large number of scholarships and prizes for the Faculty of Architecture are awarded automatically by the Faculty on the basis of academic merit. The following are other awards for which application must be made. Full details of all scholarships may be obtained from the Scholarships Office in the Holme Building.

Prize or scholarship	Value \$	Closing date	Qualification
The Faculty's Prizes and Scholarships are currently under review. A full list may be obtained from the Student Services Office,			
<b>Undergraduate</b>			
Robert Campbell	200 pa	—	Students in financial need and of sufficient merit. Applications for Year I students at any time
Council of Education	400 pa	—	Children of teachers or officers in the Department of Education of at least three years' standing. Certificate of eligibility required.
A.P. Elkin Fund	varies	—	Students of Aboriginal descent.
Freemasons' (2)	300 pa	—	Sons of Freemasons of 5 years' standing. Certificate of eligibility required
James Robinson Orange Memorial Prize	900	—	Children or grandchildren of member of the Loyal Orange Institution. Certificate of eligibility required
Universities Credit Union	500	—	Undergraduates who are members of Universities Credit Union.
<b>Postgraduate</b>			
<i>Restricted to Architecture graduates</i>			
Hezlet Bequest	9000	as advertised	BArch graduate for postgraduate study overseas in Architecture.
Mirvac	600	—	Postgraduate study in Urban Design.
David Noel Murray	13 504	as advertised	BArch graduate for higher degree in Faculty of Architecture.
Denis Winston	3500	—	Postgraduate study in Urban and Regional Planning.
<b>Other awards open to Architecture graduates</b>			
<i>Tenable at the University of Sydney</i>			
Australian Postgraduate Awards	15 364	31 October	Open to permanent residents of Australia enrolling for higher
A.E. and F.A.Q. Stephens	17 427	as advertised	Open to graduates of any Postgraduate Research University for higher degree study.
<i>Travelling Scholarships</i>			
Baillieu	500	31 May	Graduates in Medicine, Law, Economics and Architecture (travel grant).
Herbert Johnson Grants	up to 1000	31 May	Graduates who hold travelling scholarships.
James King of Irrawang	1000	31 May	Graduates in any faculty (travel grant).
University of Sydney	9000	31 October	Graduates in any faculty.
<i>Postgraduate Research Travelling</i>			
J.B. Watt	9000	as advertised	Graduates in any faculty.
Eleanor Sophia Wood	14 000	as advertised	Graduates with three years' postgraduate experience at University of Sydney.

## Facilities and student societies

### *Resource centres within the Faculty*

The Faculty contains, in addition to the facilities mentioned above, a number of specialised resource centres, mostly located within the departments of the Faculty. These have been developed to assist the Faculty's teaching and research.

#### *Audio Visual Centre*

The Audio Visual Centre has a library housing an extensive film, video, slide and tape collection including an extensive digital media collection. It also has a wide range of equipment for use in the Centre or in the attached viewing theatre.

#### *Architectural and Technical Services Centre*

The Faculty maintains workshops which are available for work with various materials, making items of equipment not readily available, constructing models and making and instrumenting models and specimens to be tested in laboratories. The workshops have a comprehensive range of tools and equipment and instruction is given in the safe and correct use of these.

#### *Darkrooms and plan printing*

Darkrooms, plan printing equipment and an artscope are available for student use.

#### *Laboratories*

The Faculty has well-established laboratories and items of equipment for teaching, student project work and graduate and staff research. These include: materials laboratory, stress grading laboratory, ventilation model laboratory, small models laboratory, large models laboratory, services laboratory, heliodon, elementary and senior mechanics laboratories, anechoic room, acoustics laboratory, reverberant room, psychophysics laboratory, natural lighting laboratory, photometry laboratory, three artificial skies and a thermal environment laboratory.

#### *Computer facilities*

The computer facilities - the most extensive and state-of-the-art in Australasia - contain networked multimedia computers and workstations representative of the latest technology in computer-aided design, and have links to university and external computer networks for access to the Internet and the World Wide Web's resources. The Faculty's computer laboratories are the largest and best architectural, multimedia and related professions computer centres in Australasia.

#### *Acoustics Laboratory*

This is a teaching and research laboratory with reverberant and anechoic test chambers and an extensive range of NATA certified measuring equipment plus computer systems for instrument control, audio and acoustic measurement and acoustic modelling.

#### *Audio Recording and Research Studio*

A multitrack hard-disk recording studio was established in 1998 for teaching and research.

It is also available for commercial hire. Synchronisation facilities for film and video sound are incorporated, as well as a range of microphones and signal processing equipment.

#### *Digital Media Studio*

Established in 1998 for teaching and research, the digital media studio augments the Faculty's existing computing resources and provides a network of Silicon Graphics workstations which are used for 3D animation and graphics programming.

#### *Illumination Laboratory*

There are a number of lighting laboratories in the building. There is a heliodon and mirror chamber sky. The photometric laboratory contains an optical bench (which also serves as a distribution photometer), an integrating sphere and numerous measuring instruments. The psychophysics laboratory has a dimmable lighting system for various experiments. A specialised teaching room is equipped with lamps, luminaires and other equipment.

#### *Departmental and Faculty offices*

Both departments have an office where students can direct enquiries regarding coursework and assessment matters or

contact academic staff. The Faculty's Student Services Centre deals with general student enrolment issues.

#### *Building attendants*

The building attendants provide a range of services relating to the use of the building including operation of the lecture theatres, security, safety and deliveries.

#### *Sydney University Architecture Society*

The Sydney University Architecture Society is run by the students to promote student interaction both within and outside the Faculty through a variety of activities, which includes participation in Faculty and departmental committees, inter-faculty sporting competitions, guest lectures, a faculty newspaper, the Architecture Ball and the Architecture Revue.

Every undergraduate student in the Faculty is automatically a member of the Society - part of the SRC subscription paid by each student is allocated to the Society, which uses the money to promote activities. Enquires about the Society should be directed to the SUAS office, level 2, Wilkinson Building, University of Sydney. Messages may be left in the Department of Architecture, Planning and Allied Arts.

#### *Mathematics Learning Centre*

The Mathematics Learning Centre offers help to students who enter the University with insufficient preparation in mathematics to enable them to cope with the mathematical requirements of their course.

For the BSc(Arch) degree, a knowledge of the HSC 2-unit mathematics course is assumed. Certain graduate units of study also have mathematics components which may be mandatory. If you are doubtful whether you are well enough prepared for any of these units, you should contact the Mathematics Learning Centre for advice.

At the Centre staff can help you decide which topics need extra work. There are resources for individual study, with guidance from tutors, and small tutorials can be arranged for students who are having difficulties. Introductory and bridging courses are organised during the summer and throughout the year.

The Centre is located on the fourth floor of the Carslaw Building in Eastern Avenue. Any student seeking assistance should call at the Centre, or phone (02) 9351 4061.

#### *Learning Assistance Centre*

The Learning Assistance Centre offers a wide range of workshops and other activities for students to help develop the learning and language skills needed for academic study. The Centre's workshops are free to all enrolled students of the University throughout the calendar year.

You may choose to participate in a range of workshops, varying in length from 3 to 12 hours, some of them being repeated throughout the year. The purpose of the workshops is both to teach particular skills and to provide an opportunity for practising those skills in a systematic way. There are also self-directed learning resources including some specially designed resources for practising reading, writing, speaking and listening skills. Workshops are offered on topics such as essay and assignment writing, oral communication skills, studying at university, and conducting research.

For further information and to register for workshops, please telephone (02) 9351 3853, or call at the Centre which is located on level 7 of the Education Building.

#### *Participation in University government*

There is provision for the election of students, by and from the student body, to membership of the Senate, the Academic Board and the faculties and boards of studies. Student members are also to be found on other committees of the University, including faculty and departmental committees and boards.

The term of office is generally one year, from January to December, except the Senate which is from 1 December one year to 30 November the next. Elections are held by postal vote in October and notices calling for nominations are sent out in August/September. Details of the elections are placed on the noticeboards in the Science Road tunnel and published in the *University of Sydney News* and the *Bulletin Board*. Election announcements are also made available to *Honi Soit*

and the *Union Recorder* for publication and are available from the Student Centre and faculty/college offices. Before any election the appropriate ballot papers and instructions, as well as information about the candidates, are sent to all students concerned.

The *Senate* is the overall governing body of the University; the *Academic Board* coordinates the work of the faculties and boards of studies and advises the Senate on academic matters; the *faculties* and *boards of studies* are concerned with the teaching and examining of their subjects and with research in the various departments and schools.

The important contribution that students can make to the governance of the University is recognised through student membership of its governing bodies. As a student you are urged to take an active part in the selection of student members by nominating candidates and by voting in each election that concerns you. By participating in these elections you can become more familiar with the functioning of the University and can help ensure that your interests are taken into consideration in decisions that affect your work at the University.

Membership of the Senate is provided for in the University of Sydney Act 1989, Section 9. Membership of the Academic Board, of the faculties and boards of studies and of the school and departmental boards, is specified in Chapter 8 of the by-laws and in resolutions of the Senate following that chapter. For details see the *Calendar 1999, Vol. I: Statutes and Regulations*.





# General University information

See also the Glossary for administrative information relating to particular terms.

## Admissions Office

Student Centre  
Ground Floor, Carslaw Building, F07  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 4117 or +61 2 9351 4118  
Fax: +61 2 9351 4869  
Email: [admissions@records.usyd.edu.au](mailto:admissions@records.usyd.edu.au)

The Admissions Office is responsible for overseeing the distribution of offers of admission and can advise prospective local undergraduate students regarding admission requirements. Postgraduate students should contact the appropriate faculty. If you are an Australian citizen or a permanent resident but have qualifications from a non-Australian institution, phone +61 2 9351 3611 for more information. For enquiries regarding Special Admissions (including Mature-Age Entry), phone +61 2 9351 3615. Applicants without Australian citizenship or permanent residency should contact the International Office.

## Applying for a course

Prospective (intending) students must lodge an application form with the Universities Admissions Centre (UAC) by the last working day of September of the year before enrolment. Note that some faculties, such as Dentistry, the Sydney Conservatorium of Music and Sydney College of the Arts, have additional application procedures.

## Assessment

For matters regarding assessment, refer to the relevant Department.

## Careers information

Courses and Careers Unit  
Ground Floor, Mackie Building, KOI  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 3481  
Fax: +61 2 9351 5134  
Email: [info@careers.usyd.edu.au](mailto:info@careers.usyd.edu.au)  
<http://www.careers.usyd.edu.au>

Provides careers information and advice, and help in finding course-related employment both while you're studying and when you commence your career.

## Continuing Education

Centre for Continuing Education  
Mackie Building, KOI  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 2585  
Fax: +61 2 9351 5022  
Email: [info@cce.usyd.edu.au](mailto:info@cce.usyd.edu.au)  
<http://www.usyd.edu.au/cce>

Bridging courses; Study skills courses; essay writing courses.

## Co-op Bookshop

Sydney University Sports and Aquatic Centre, G09  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 3705 or +61 2 9351 2807

Fax: +61 2 9660 5256

Email: [sydu@mail.coop-bookshop.com.au](mailto:sydu@mail.coop-bookshop.com.au)

<http://www.coop-bookshop.com.au>

Sells textbooks, reference books, general books and software. Special order services available.

## Enrolment and pre-enrolment

### *Students entering first year*

Details of the enrolment procedures will be sent with the UAC Offer of Enrolment. Enrolment takes place at a specific time and date, depending on your surname and the Faculty in which you are enrolling, but is usually within the last week of January. You must attend the University in person or else nominate, in writing, somebody to act on your behalf. On the enrolment day, you pay the compulsory fees for joining the Student Union, the Students' Representative Council and sporting bodies. You also choose your first-year units of study, so it's important to consult the Handbook before enrolling.

### *All other students*

A pre-enrolment package is sent to all enrolled students in late September, and contains instructions on the procedure for pre-enrolment.

## Examinations

### Examinations and Exclusions Office

Student Centre  
Level 1, Carslaw Building, F07  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 4005 or +61 2 9351 4006  
Fax: +61 2 9351 7330  
Email: [exams.office@exams.usyd.edu.au](mailto:exams.office@exams.usyd.edu.au)

The Examinations and Exclusions Office looks after the majority of exam papers, timetables and exclusions. Some faculties, such as the Sydney Conservatorium of Music, make all examination arrangements for the units of study that they offer.

## Fees

Fees Office  
Margaret Telfer Building, K07  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 5222  
Fax: +61 2 9351 4202

For information on how to pay, where to pay, and if payments have been received.

## Graduations

Student Centre  
Ground Floor, Carslaw Building, F07  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 3199, +61 2 9351 4009  
Protocol +61 2 9351 4612  
Fax: +61 2 9351 5072  
Email: [k.fizzell@records.usyd.edu.au](mailto:k.fizzell@records.usyd.edu.au)

## (Grievances) Appeals

Many decisions about academic and non-academic matters are made each year and you may consider that a particular decision affecting your candidature for a degree or other activities at the University may not have taken into account all the relevant matters. In some cases the by-laws or resolutions of the Senate (see Calendar Volume 1) specifically provide for a right of appeal against particular decisions; for example, there is provision for appeal against academic decisions, disciplinary decisions and exclusion after failure.

A document outlining the current procedures for appeals against academic decisions is available at the Student Centre, at the SRC, and on the University's web site at <http://www.usyd.edu.au/su/planning/policy/index.htm>.

## General University information

If you wish to seek assistance or advice regarding an appeal, contact: SRC, Level 1, Wentworth Building, G01, The University of Sydney, NSW 2006. Phone +61 2 9660 5222. Parking appeals should be addressed to the Manager, Campus Services.

### Health Services

Provides full general practitioner services and emergency medical care to the University community.

Email: [Director@unihealth.usyd.edu.au](mailto:Director@unihealth.usyd.edu.au)  
<http://www.unihealth.usyd.edu.au/>

#### **University Health Centre (Wentworth)**

Level 3, Wentworth Building, G01  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 3484  
Fax: +61 2 9351 4110

#### **University Health Centre (Holme)**

Ground Floor, Holme Building, A09  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 4095  
Fax: +61 2 9351 4338

### HECS

Student Centre  
Ground Floor, Carslaw Building, F07  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 2086, +61 2 9351 5659, +61 2 9351 5062  
Fax: +61 2 9351 5081

### International Student Centre

#### **International Office**

Level 2, Margaret Telfer Building, K07  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 4161, +61 2 9351 4079  
Fax: +61 2 9351 4013

Email: [info@io.usyd.edu.au](mailto:info@io.usyd.edu.au), [reception@io.usyd.edu.au](mailto:reception@io.usyd.edu.au)  
[http://www.usyd.edu.au/homepage/exterel/internat/int\\_student\\_centre.html](http://www.usyd.edu.au/homepage/exterel/internat/int_student_centre.html)

Provides assistance with application, admission and enrolment procedures for international students.

#### **International Student Services Unit**

Level 2, Margaret Telfer Building  
The University of Sydney, K07  
NSW 2006 Australia  
Phone: +61 2 9351 4749  
Fax: +61 2 9351 4013

Email: [info@issu.usyd.edu.au](mailto:info@issu.usyd.edu.au)  
<http://www.usyd.edu.au/su/issu/>

Provides an advisory and counselling service to international students.

### Koori Centre

Ground Floor, A22 Old Teachers' College  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 2046 General Enquiries  
+61 2 9351 7003 Liaison Officer  
+61 2 9351 7073 Student Counsellor  
Fax: +61 2 9351 6923

Email: [adminoff@koori.usyd.edu.au](mailto:adminoff@koori.usyd.edu.au)  
<http://www.koori.usyd.edu.au/>

Tutorial assistance: access to computers, Indigenous counsellor, Aboriginal Studies library study rooms, Orientation program at the beginning of the year, and assistance in study and learning skills. Education Unit: courses in Educations for ATSI students. Indigenous Studies Unit: aims to increase the awareness of Indigenous Australian issues through courses across the University.

### Language Centre

Level 2, Christopher Brennan Building, A18  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 2371  
Fax: +61 2 9351 4724

Email: [Langcent.enquiries@language.usyd.edu.au](mailto:Langcent.enquiries@language.usyd.edu.au)  
<http://www.arts.usyd.edu.au/langcent>

Provides self-access course materials in over 100 languages; beginners and intermediate courses in Spanish language and Culture; beginners and advanced courses in Celtic languages and cultures.

### Library

Fisher Library, F03  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 2993 Enquiries/Information Desk  
+61 2 9351 3711 Library Hours  
+61 2 9351 7273 Borrowers' Cards  
+61 2 9351 6692 Holds Enquiries  
+61 2 9351 7277 Inter-library Loans  
+61 2 9351 2265 Loans, overdues enquiries  
Fax: +61 2 9351 2890 Administration  
+61 2 9351 7278 Renewals

Email: [fishinf@hbrary.usyd.edu.au](mailto:fishinf@hbrary.usyd.edu.au) (gen enquiries)  
[loaneng@Ubrary.usyd.edu.au](mailto:loaneng@Ubrary.usyd.edu.au) (loan enquiries)  
[requill@library.usyd.edu.au](mailto:requill@library.usyd.edu.au) (inter-library loans)  
<http://www.library.usyd.edu.au>

In addition to Fisher Library, there are over 20 branch and departmental libraries. Branch and departmental libraries should be contacted direct.

### Mathematics Learning Centre

Fourth floor, Room 455, Carslaw, F07  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 4061  
Fax: +61 2 9351 5797

Email: [MLC@mail.usyd.edu.au](mailto:MLC@mail.usyd.edu.au)  
<http://www.usyd.edu.au/su/mlc/>

Runs bridging courses in Mathematics at the beginning of the academic year (fees apply), and provides on-going support during the year through individual assistance and small group tutorials.

### Part-time, full-time

Students are normally considered as full-time if they have a HECS weighting of at least 0.375 each semester. Anything under this amount is considered a part-time study load. Note that some faculties have minimum study load requirements for satisfactory progress.

### Privacy and Freedom of Information

The NSW Freedom of Information (FOI) Act 1989 provides the public with a legally enforceable right of access to University documents, subject to particular exemptions. The Act also enables individuals to ensure that information held about them is accurate, up-to-date, and complete. The University has a number of policies permitting access by individuals to information about themselves without recourse to the Freedom of Information Act.

The University necessarily accumulates a great deal of information on individuals; within the University, access to this is restricted to staff who need the information to carry out their duties. As regards external requests for personal information, it is current policy that the University will disclose information to a third party if the subject of the information has consented in writing to the disclosure, or if the University has a legal obligation to respond to a request, including a subpoena, and the request is in the appropriate written form.

The University's Privacy Policy is to be reviewed in the light of the recent NSW Privacy and Personal Information Protection Act. Enquiries should be directed to the: Freedom of Information Coordinator and Privacy Officer c/- Archives, Main Quadrangle, A14  
 Phone:+61 2 9351 4263  
 Fax:+61 2 9351 7304  
 Email: [trobins@mailto.usyd.edu.au](mailto:trobins@mailto.usyd.edu.au)  
<http://www.usyd.edu.au/su/foi>

### Scholarships

Research and Scholarships Office  
 Room K4.01, Main Quadrangle, A14  
 The University of Sydney  
 NSW 2006 Australia  
 Phone:+61 2 9351 3250  
 Fax: +61 2 9351 3256  
 Email: [scholars@reschols.usyd.edu.au](mailto:scholars@reschols.usyd.edu.au)  
<http://www.usyd.edu.au/su/reschols/scholarships>  
 The Sydney Conservatorium of Music administers all awards designated exclusively for Conservatorium students.

### Student Centre

Ground Floor, Carslaw Building, F07  
 The University of Sydney  
 NSW 2006 Australia  
 Phone: +61 2 9351 3023 General Enquiries  
 +61 2 9351 4109 Academic Records  
 +61 2 9351 3023 Discontinuation of Enrolment  
 +61 2 9351 5057 Handbooks  
 +61 2 9351 5060 Prizes  
 Fax: +61 2 9351 5081; +61 2 9351 5350 Academic Records

### Student identification cards

In 1999 the University incorporated a photograph into the student identification card. This means that all students have to provide a colour, passport-sized, head and shoulders photograph when they attend on campus sites to have their student ID card laminated. University student ID cards also function as transport concession cards for eligible students, thus eliminating the need for a separate concession card. The endorsement for concession travel will take the form of a hologram sticker attached to the front of the student ID card.

### Student organisations

*Students' Representative Council*  
 Level 1, Wentworth Building, G01  
 The University of Sydney  
 NSW 2006 Australia  
 Phone: +61 2 9660 5222  
 +61 2 9660 4756 Secondhand Bookshop  
 Fax: +61 2 9660 4260  
 Email: [postmaster@src.usyd.edu.au](mailto:postmaster@src.usyd.edu.au)  
<http://www.sec.usyd.edu.au>  
*University of Sydney Union*  
 Box 500, Holme Building, A09  
 The University of Sydney  
 NSW 2006 Australia  
 Phone: +61 2 9563 6000 Switchboard/Enquiries  
 Fax: +61 2 9563 6239  
 Email: [email@usu.usyd.edu.au](mailto:email@usu.usyd.edu.au)  
<http://www.usu.usyd.edu.au/>  
 Main provider of catering facilities, retail services, welfare programs, and social and cultural events for the University community on the Camperdown and Darlington campuses, and at many of the University's affiliated campuses.  
*Sydney University Sports Union*  
 University Sports and Aquatic Centre, G09  
 The University of Sydney  
 NSW 2006 Australia

Phone:+61 2 9351 4960  
 Fax:+61 2 9351 4962  
 Email: [sports\\_union@susu.usyd.edu.au](mailto:sports_union@susu.usyd.edu.au)  
 Services, facilities and clubs for sport, recreation and fitness.  
*Women's Sports Association*  
 Sports Centre, A30  
 The University of Sydney  
 NSW 2006 Australia  
 Phone: +61 2 9660 6355, +61 2 9351 2057  
 Fax:+61 2 9660 0921  
 Email: [secretary@suwsa.usyd.edu.au](mailto:secretary@suwsa.usyd.edu.au)  
<http://www.usyd.edu.au/su/suwsa/welcome.html>  
 Provides for students, predominantly women, to participate in sport and recreation through the provision of facilities, courses and personnel.

### Student Services

<http://www.usyd.edu.au/su/stuserv/>  
*Accommodation Service*  
 Level 7, Education Building, A35  
 The University of Sydney  
 NSW 2006 Australia  
 Phone:+61 2 9351 3312  
 Fax:+61 2 9351 8262  
 Email: [accomm@stuserv.usyd.edu.au](mailto:accomm@stuserv.usyd.edu.au)  
<http://www.usyd.edu.au/su/accomm/>  
*Casual Employment Service*  
 Level 4, Holme Building, A09  
 The University of Sydney  
 NSW 2006 Australia  
 Phone:+61 2 9552 2589  
 Fax: +61 2 9552 4713  
 Email: [ces@stuserv.usyd.edu.au](mailto:ces@stuserv.usyd.edu.au)  
[http://www.usyd.edu.au/su/cas\\_emp/](http://www.usyd.edu.au/su/cas_emp/)  
*Counselling Service*  
 Level 7, Education Building, A35  
 The University of Sydney  
 NSW 2006 Australia  
 Phone:+61 2 9351 2228  
 Fax:+61 2 9351 7055  
 Email: [lpoerio@mail.usyd.edu.au](mailto:lpoerio@mail.usyd.edu.au)  
[www.usyd.edu.au/su/counsel/](http://www.usyd.edu.au/su/counsel/)  
*Disability and Welfare Services*  
 Level 7, Education Building, A35  
 The University of Sydney  
 NSW 2006 Australia  
 Phone:+61 2 9351 4554  
 Fax: +61 2 9351 7055  
 Email: [cstuckin@mail.usyd.edu.au](mailto:cstuckin@mail.usyd.edu.au)  
<http://www.usyd.edu.au/su/disability/>  
*Financial Assistance*  
 Level 7, Education Building, A35  
 The University of Sydney  
 NSW 2006 Australia  
 Phone: +61 2 9351 2416  
 Fax:+61 2 9351 7055  
 Email: [psweet@mail.usyd.edu.au](mailto:psweet@mail.usyd.edu.au)  
[http://www.usyd.edu.au/su/fm\\_assist](http://www.usyd.edu.au/su/fm_assist)  
*Learning Assistance Centre*  
 Level 7, Education Building, A35  
 The University of Sydney  
 NSW 2006 Australia  
 Phone:+61 2 9351 3853  
 Fax:+61 2 9351 4865  
 Email: [lac@stuserv.usyd.edu.au](mailto:lac@stuserv.usyd.edu.au)  
<http://www.usyd.edu.au/su/lac/>  
 Holds free workshops to assist undergraduate and postgraduate students wanting to improve their academic writing and communication skills at university.



# Glossary

This glossary both defines terms in common use in the University and gives some useful administrative information.

## Enrolment and general terms

### *Academic year*

The period during which teaching takes place, from March to November. The academic year is divided into two semesters.

### *Advanced standing*

(See also: Credit) Recognition of previous experience or studies, meaning that the candidate has satisfied the entry requirements for a unit. Advanced standing does not reduce the number of credit points required to complete the degree course.

### *Associate Diploma*

The undergraduate award granted following successful completion of Associate Diploma course requirements. An Associate Diploma course usually requires less study than a Diploma course.

### *Assumed knowledge*

The level of knowledge expected for entry to a Unit of Study. Unlike prerequisites, levels of assumed knowledge are not compulsory for entry to a Unit. Students who do not have the assumed knowledge may, however, be at a considerable disadvantage and may consider completing a bridging course prior to enrolment. Contact the Learning Assistance Centre, Mathematics Learning Centre, Language Centre or Centre for Continuing Education for further information.

### *Bachelor's degree*

The highest undergraduate award offered at the University of Sydney (other undergraduate awards are Associate Diploma and Diploma). A Bachelor's degree course normally requires three or four years of full-time study (or the part-time equivalent).

### *Campus*

The grounds on which the University is situated. There are eleven campuses of the University of Sydney: Burren Street (Australian Graduate School of Management), Camperdown and Darlington ('Main campus'), Camden (Agriculture and Veterinary Science), Conservatorium (Sydney Conservatorium of Music), Cumberland (Health Sciences and Nursing), Mallett Street (Nursing), Orange Agricultural College, Rozelle (Sydney College of the Arts), St James (Law) and Surry Hills (Dentistry).

### *Chancellor*

(See also: Vice-Chancellor) The non-resident head of the University.

### *Combined degree course*

A program consisting of two degree courses taken together, which usually requires less time than if the courses were taken separately.

### *Core*

(See also: Elective/Option) A Unit of Study that is compulsory for the course or subject area.

### *Corequisite*

A Unit of Study that must be taken with a given Unit. If a corequisite is not successfully completed, it becomes a prerequisite for further study in that subject area.

### *Course*

A complete degree or diploma program.

### *Credit*

(See also: Advanced standing) Recognition of previous studies or studies completed at another institution. If credit is granted then the number of credit points required for completion of the degree course is reduced.

### *Creditpoint*

A measure of value indicating the contribution each Unit of Study provides towards meeting course completion requirements stated as total credit point value.

### *Dean*

The head of a faculty.

### *Deferment of enrolment*

People who have not previously attended a recognised tertiary institution are normally able to defer commencement of their candidature for one year. Applications are handled by the Admissions Office of the University. Application for deferment must be made during the UAC enrolment week at the 'Deferment' desk in MacLaurin Hall and be accompanied by the 'offer of enrolment' card.

### *Degree*

The award conferred following successful completion of a degree course (for example Bachelor's degree or Master's degree).

### *Department/School*

The academic unit responsible for teaching in a given subject area.

### *Diploma*

The award granted following successful completion of Diploma course requirements. A Diploma course usually requires less study than a degree course. Graduate Diploma courses are for graduates only.

### *Doctorate*

(See also: PhD) The Doctorate and the PhD are the highest awards available at the University of Sydney. A Doctorate course normally involves research and coursework; the candidate submits a thesis that is an original contribution to the field of study. Entry to a Doctorate course often requires completion of a Master's degree course. Note that the Doctorate course is not available in all Departments of the University of Sydney.

### *Elective/Option*

(See also: Core) A Unit of Study that may be taken towards, but is not compulsory for, a course or subject area.

### *Enrolment*

The process whereby an applicant officially accepts the offer of a place in a particular course. If UAC application is successful, an 'offer of enrolment' card is mailed to the applicant, along with instructions for enrolment. In most cases, the applicant must attend the University on a particular enrolment day or, if unable to attend, must appoint somebody to enrol on his or her behalf. Units of Study (for March Semester or whole of First Year) must be nominated on enrolment day. Academic records and HECS liability calculations are based on the enrolment details, so students must ensure that the Faculty holds correct enrolment information (see also: Variation of enrolment).

### *Entry requirement*

The level of knowledge and/or experience required for entry to a particular Unit of Study.

### *Faculty*

The administrative unit responsible for overseeing satisfactory progress during a degree or diploma course.

### *Full-time*

A study load usually defined in terms of HECS weighting of at least 0.375 each semester.

### *Intermediate*

Faculty of Science: Second-year level.

### *Junior*

First-year level.

*Laboratory practical*

See: Practical.

*Lecture*

(See also: Tutorial) A class given to a large group of students, during which the lecturer speaks or presents audiovisual material and students take notes.

*Major*

The subject area(s) in which a student specialises at Senior level. Students usually specialise in one (single major) or two (double major) subject areas. The major is usually recorded on the testamur.

*Master's degree*

A postgraduate award. Master's degree courses may be offered by coursework, research only or a combination of coursework and research. Entry to the course often requires completion of an Honours year at undergraduate level.

*Mature age*

A category of Special Admission applicants who are 21 years or older on 1 March of the year in which they want to study and who do not have the high school qualifications normally required for entry into a course.

*Minor*

Subject areas in which a student studies, but does not specialise at Senior level.

*Orientation period*

'O Week' takes place during the week prior to lectures in March semester. During O Week, students can join various clubs, societies and organisations, register for courses with Departments and take part in activities provided by the University of Sydney Union.

*Part-time*

A study load usually defined in terms of HECS weighting of less than 0.375 each semester.

*PhD*

(See also: Doctorate) The Doctor of Philosophy (PhD) and other Doctorate awards are the highest awards available at the University of Sydney. A PhD course is normally purely research-based; the candidate submits a thesis that is an original contribution to the field of study. Entry to a PhD course often requires completion of a Master's degree course. Note that the PhD course is available in most Departments of the University of Sydney.

*Postgraduate*

The term used to describe a course leading to an award such as Graduate Diploma, Master's degree or PhD, which usually requires prior completion of a relevant undergraduate degree (or diploma) course. A 'postgraduate' is a student enrolled in such a course.

*Practical*

Similar to a tutorial, during which experiments or other relevant applied activities are carried out.

*Prerequisite*

A Unit of Study that must be taken prior to entry to a given Unit.

*Prohibition*

A Unit of Study that cannot be taken with a given Unit.

*Recommended reading*

Reading material that is suggested but not compulsory for a Unit of Study.

*Registrar*

The head of the administrative divisions of the University.

*Registration*

In addition to enrolling (with the Faculty) in Units of Study, students must register with the Department responsible for teaching each Unit. This is normally done during the Orientation period (O' Week). Note that unlike enrolment, registration is not a formal record of Units attempted by the student.

*Resolutions of Senate*

Regulations determined by the Senate of the University of Sydney that pertain to degree and diploma course requirements and other academic matters.

*School*

Similar to a large Department, otherwise a grouping of Departments.

*Semester*

A period of 14 weeks during which teaching takes place. There are two semesters each year for most faculties. Semesters are named by the month in which they start, typically 'March' and 'July'

*Senior*

Second-year level or higher.  
Faculty of Science: third-year level.

*Special Admission*

Certain categories of applicants, such as mature-age applicants, students who have experienced educational disadvantage or Aboriginal or Torres Strait Islander applicants, may apply for admission to the University under one of several Special Admission schemes. Contact the Special Admissions office for further information.

*Subject area*

One or more Units of Study that comprise a particular field of study (eg Japanese or Chemistry).

*Textbook*

Reading material that the student is expected to own.

*Tutorial*

(See also: Lecture) A small class consisting of a tutor and up to about 25 students, during which concepts raised in lectures are discussed in detail and may be supplemented with readings, demonstrations and presentations.

*UAI*

The University Admissions Index (UAI) is the numerical expression of a student's performance in the NSW Higher School Certificate (HSC), which takes into account both assessment and examination results.

*UAI cut-off*

The UAI of the last student admitted to a course. Some courses have a minimum UAI as an entry requirement.

*Undergraduate*

The term used to describe a course leading to a diploma or Bachelor's degree. An 'undergraduate' is a student enrolled in such a course.

*Unit of Study*

A stand-alone component of a degree or diploma course that is recordable on the academic transcript.

*Universities Admissions Centre (UAC)*

The organisation that processes applications for most NSW undergraduate university and TAPE courses.

*Variation of enrolment*

The process whereby students officially notify the Faculty of changes regarding the Units of Study they are attending. This must be done by a certain deadline in each semester, to avoid penalties such as 'discontinued' results on the academic transcript (see: Results) or unnecessary HECS charges.

*Vice-Chancellor*

(See also: Chancellor) The administrative head of the whole University, including academic and administrative divisions.

**Costs**

*Bursary*

A sum given to a student who has limited resources or is experiencing financial hardship, ranging from \$100 to \$1000.

*Fees (full-fee undergraduate/postgraduate)*

Tuition, examination or other fees payable to the University by an enrolled or enrolling student in connection with a course of study or attendance at the University and includes fees payable in respect of the granting of a degree, diploma, associate diploma or other award. It does not include annual

subscription to organisations such as the Union or SRC, or fees payable in respect of residential accommodation.

### **HECS**

All Australian undergraduate students are currently required to contribute to the cost of tertiary education through the Higher Education Contribution Scheme (HECS), which is administered under the Higher Education Funding Act 1988. Under HECS students pay for part of the cost of their higher education and the Commonwealth pays the rest. The amount payable is determined by the units of study a student chooses to undertake in the case of coursework awards, or the attendance (full-time or part-time) in the case of research students.

### **Prize**

Matriculation, undergraduate and postgraduate funding automatically awarded on academic results in courses, yearly examinations or on the recommendation of the Head of Department. There are also prizes for essay writing and composition by anonymous application. Prize values range from \$100 to \$6250.

### **Scholarship**

Matriculation and undergraduate funding by application awarded on UAI results for students enrolling in the first year of a degree course. Postgraduate funding for full-time candidates enrolled in a research degree course with scholarship conditions and benefits varying according to specific awards. The intention is to encourage and support scholarship at the University in general or in targeted areas.

## **Assessment, Examination, Satisfactory Progress and Graduation**

### **Academic transcript/record**

The official record of results for each student (see: Results).

### **Appeal**

The process whereby a student may raise objections regarding results, Faculty decisions or other academic matters.

### **Assessment**

(See also: Examination) The appraisal of a student's ability throughout the semester, by various means such as essays, practical reports or presentations, which counts towards the final mark or grade.

### **Candidate**

Someone studying for a degree or diploma. The term may also be used to describe someone sitting for an examination.

### **Examination**

(See also: Assessment) The appraisal of a student's ability, usually at the end of semester. Most examinations take place on campus under strictly supervised conditions but some Units make use of take-home or open-book examinations.

### **Exclusion**

A ruling by the Faculty, which declares the student ineligible for further enrolment for reasons such as lack of satisfactory progress. Students who wish to re-enrol must show good cause why they should be allowed to re-enrol (see: Show cause and Satisfactory progress).

### **Grievances**

See Appeals.

### **Grade**

A category into which a student's final mark falls (see: Results).

### **Graduand**

A person who has fulfilled the requirements of a degree but is yet to graduate.

### **Graduate**

(See also: Postgraduate) A person who has graduated. Also a term used to describe a course leading to an award such as Master's degree or PhD or a student enrolled in such a course.

### **Graduation**

The ceremony during which degrees are conferred and diplomas awarded.

### **Honours degree**

A Bachelor's degree for which extra work (course work and/or thesis) has been completed, usually requiring an extra year of study.

### **Mark**

(See also: Grade) The numerical result of assessments and/or examinations for a Unit of Study, which may be converted to a grade.

### **Pass degree**

A Bachelor's degree.

### **Re-enrolment**

The process by which continuing students enrol in Units of Study.

### **Results**

The official statement of the student's performance in each Unit of Study attempted, as recorded on the academic transcript, usually expressed as a grade:

#### **High Distinction**

A mark of 85% and above

#### **Distinction**

A mark of 75-84%

#### **Credit**

A mark of 65-74%

#### **Pass**

A mark of 50-64%

#### **Pass (Concessional)**

A mark of 46-49%. The student is deemed to have completed unit requirements but may not necessarily proceed to the next level.

#### **Fail**

A mark of less than 50%

#### **Withdrawn**

This is the same as if the candidate had not enrolled in the course concerned. Although the University has a record of the withdrawal, the course and result will not appear on the official academic transcript. There is no HECS liability either. In order to have a course recorded as 'withdrawn', notice must be given by the candidate to the Faculty office on or before the deadline. Refer to the section on degree regulations.

#### **Discontinued with Permission**

This does not count as an attempt at the particular course, but does appear on the candidate's academic record. A candidate may have enrolment recorded as 'discontinued with permission' where: (1) notice is given to the faculty office on or before the deadline or; (2) after the deadline, evidence is produced of serious illness or misadventure. Refer to the section on degree regulations for deadliness. Discontinuation with permission does not mean that the student's progress is considered to be satisfactory.

#### **Discontinued**

This counts as an unsuccessful attempt at the course concerned and appears on the candidate's academic record. Where notice is given after the deadline for 'discontinued with permission' but before the last day of lectures for the course, the result is 'Disc.'. Refer to the section on degree regulations for deadlines.

#### **Absent Fail**

If the candidate misses the deadline for 'discontinued' and does not sit the final exam, the result is 'absent fail'.

#### **Satisfactory progress**

A minimum standard of performance required for continuation of enrolment. Senate resolutions rule that if a student fails or discontinues a year of candidature or a Unit of Study more than once then he or she is ineligible for re-enrolment (see: Exclusion and Show cause). Note that some faculties may have alternative or additional requirements for satisfactory progress.

#### **Show cause**

The Faculty may require a student to show good cause why he or she may be allowed to continue in the degree or diploma



## Glossary

course, where requirements for satisfactory progress have not been met (see: Exclusion and Satisfactory progress).

### ***Special consideration***

The process whereby enrolled students who have experienced significant educational disadvantage may have their assessment deadlines or grades revised.

### ***Study Vacation (Stuvac)***

The week prior to the examination period in each semester, during which no classes are held.

### ***Supplementary examination***

An extra or alternative examination taken by a student who has experienced significant educational disadvantage during semester or the examination period. Note that some faculties do not offer supplementary examinations (see also: Special consideration).

### ***Suspension of candidature***

A complete break in the studies of an enrolled student, usually for a period of one year. Applications are handled by the Faculty office. (Those wishing to postpone commencement of a course need to apply for deferment, see: Deferment of enrolment).

### ***Testamur***

The document given to the graduand at graduation.

### ***Thesis***

A substantial piece of written work (sometimes called a dissertation) by a student, normally a candidate for an Honours degree or a higher award (such as Master's degree or PhD).

### ***Weighted Average Mark (WAM)***

A numerical expression of a student's performance throughout his or her degree program, usually assigning more 'weight' to Senior or Honours years. Note that the WAM calculation may differ for purposes such as eligibility for various scholarships and will vary from faculty to faculty.



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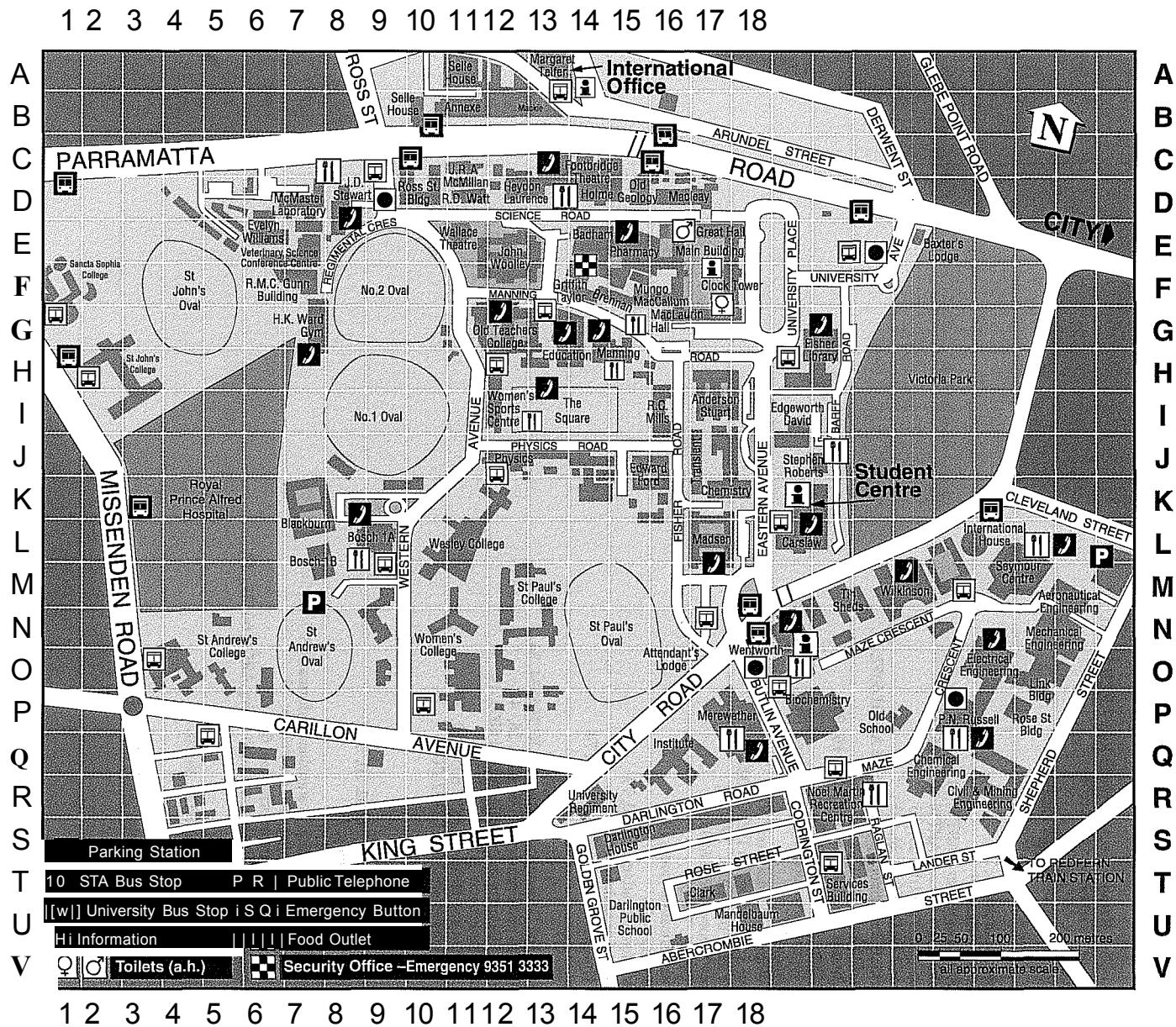
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Industrial Relations, Dept of **16Q**  
Infectious Diseases **7K**  
Information Technology Services **19U**  
Institute Bldg **16Q**  
International Office, International Student Services **13A**  
International House **23L**  
International Preparation Program **13B**  
Italian **15I**  
Jurisprudence **St James**  
Koori Centre **12G**  
Law Dept & Faculty Office **St James**  
Learning Assistance Centre **13G**  
Life Sciences in Nursing **Mallett St**  
Linguistics **16J**  
Link Bldg **25O**  
Lost Property **14F**  
Mackie Bldg **13B**  
MacLaurin Hall **16G**  
Macleay Bldg & Museum **16D**  
Madsen Bldg **17L**  
Mail Room (Internal) **20T**  
Main Bldg **17F**  
Management Studies **Burren St**  
Mandelbaum House **18U**  
Manning House **14H**  
Margaret Telfer Bldg **13A**  
Marketing, Dept of **16Q**  
Marketing & Publications **16E**  
Mamematics & Statistics **19L**  
McMasterBldg7D

McMillan, J. R. A., Bldg **UC**  
Mechanical & Aeronautical Engineering Bldg **25N**  
Mechanical Engineering **25N**  
Media Office **16E**  
Medical Radiation Technology **Cumberland**  
Medicine, Dept of **7K**  
Medicine, Faculty of **15K**  
Merewether Bldg **17P**  
Microbiology **20P**  
Mills, R. C, Bldg **16I**  
Mungo MacCallum Bldg **15G**  
Music, Dept of **24M**  
Nicholson Museum **16G**  
Nursing Therapeutics **Cumberland**  
Obstetrics & Gynaecology **9K**  
Occupational Therapy **Cumberland**  
Old Geology Bldg **15D**  
Old School Bldg **21P**  
Old Teachers' College Bldg **12G**  
Operations Accounting **13A**  
Orange Agricultural College **Orange Agricultural College Campus**  
Orthoptics **Cumberland**  
Paediatrics & Child Health **New Children's Hospital**  
Pathology **7K**  
Personnel Services **13A**  
Pharmacology **7L**  
Pharmacy **15E**  
Philosophy **17G**  
Photowise Imaging **20T**  
Physics **13J**  
Physiology **17I**  
Physiotherapy **Cumberland**  
Planning Support Office **16E**  
Post Office **15E**  
Printing Services, University **20T**  
Professional Studies **13G**  
Properties & Investments **13A**  
Prospective Students Unit **12B**  
Psychological Medicine **4K**  
Psychology **14F**  
Purchasing **13A**  
Publications Unit **16E**  
Public Health & Community Medicine **15K**  
Quadrangle **17F**  
Queen Elizabeth II Research Institute **9K**  
Regiment, University **14R**  
Religion, School of Studies in **12E**  
Research & Scholarships **16E**  
Revenue Services **13A**  
Risk Management **13A**  
Rose Street Bldg **24P**  
Ross Street Bldg **10D**  
Russell, Peter Nicol, Bldg **23P**  
St Andrew's College **5O**  
St John's College **3H**  
St Paul's College **12N**





