



BACHELOR OF ARCHITECTURAL STUDIES
(WITH SPECIALISATION) IN
ARCHITECTURAL TECHNOLOGY
INTERIOR ARCHITECTURE

College of Art and Design

Capability Document (Degree Level)

Version 1
2016

OTAGO POLYTECHNIC [2016]

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INTRODUCTION

1.1. Context of Accreditation

This is an application for accreditation to deliver Ara Institute of Canterbury's approved Bachelor of Architectural Studies degree programme at Otago Polytechnic's Dunedin Campus. The proposed delivery and sequencing of core curricular activities has been maintained and is in line with the approved programme of study. This includes individual course credit values, course learning outcomes, the proportion of directed and self-managed learning hours, course pre-requisites, and indicative course content.

In order to align the delivery of this programme with Otago Polytechnic's institutional strategic frameworks and staff expertise, elective course options have been added. An overview of these elective course options is available in section 1.4, and the course summaries are available in section 7.

1.2. Rationale

Otago Polytechnic currently offers a well-established Bachelor of Design programme which includes an Interiors specialisation as well as an internationally recognised Diploma in Architectural Draughting (level 6). Both programmes are well-regarded and in the case of the Interiors specialisation attract a number of international students. The Bachelor of Architectural Studies (BAS) degree programme will be offered out of the newly established College of Art, Design and Architecture (ADA).

Advancements in the building industry task architectural design professionals to maintain currency and use new knowledge and techniques to design and communicate their and others' designs. The amount of specialist expertise participating in design and construction processes is ever increasing. Otago Polytechnic reacts to changing needs by combining technical skill sets with applied design thinking. Well-designed buildings require creative and informed design processes, high levels of capability in design, technical as well as applied communication skills, and industry and technical knowledge that complies with regulatory requirements and industry standards.

This programme offers specialisations in Architectural Technology and Interior Architecture and will draw on the expertise, industry knowledge and relationships of existing staff working in these two well-established areas to support the new BAS programme and to maintain its currency and relevance. Otago Polytechnic's delivery of the BAS acknowledges the interdisciplinary nature of architecture. As is common in architecture and design education, learning is facilitated within studio environments. Thus, office contexts and the future work environments of graduates are simulated during the course of study. We carefully build in a collaborative approach between learners and teachers, as well as with other complementary programmes and disciplines including Art, Construction, Design, Engineering, and Sustainable Practice.

The size of ADA and the shape of this degree allows for individual learning plans and pathways to be developed. This means that students' specific learning areas and needs can be accommodated in a supportive environment and in a relatively flexible programme design. This approach has the intention of maximising outcomes for students by maintaining their engagement, directing their talents, widening their horizons and assisting them to realise their potential.

1.3. Philosophy/Background of the Programme

The programme's core focus is to develop exceptional architectural designers who are well positioned to contribute to the wider capability and strength of the building industry. To achieve this aim, we work from a broad and deep vision of architecture as both a practice and a way of design thinking. This vision guides all student-centred learning experiences at Otago Polytechnic. To this end, the programme is underpinned by specific core values including work-readiness, sustainability, cultural competencies and interdisciplinary approaches.

Graduates of the programme will have developed capabilities in design, creativity, sustainability and problem-solving and will be future-focused, work-ready, able to practice sustainably and life-long learners. The nature of the programme caters for the independent learner, but also supports those who require more guidance with engagement in self-directed learning. The two specialisation options provide students with the opportunity to tailor the degree to their personal talents and interests while also having knowledge of other disciplines' roles and responsibilities in the building industry.

Experiential learning is fundamental to architecture education. Learners engage in action-reflection-action making and doing based on the theoretical underpinnings of design research and design practices in studio environments. The studio is project-centred and provides an opportunity to integrate learning in the various content areas such as construction, science and drawing. The integration of knowledge and skills from a variety of disciplines is arguably the architect's most important ability. This approach relates well to the working conditions of students' final destinations, as it provides opportunities for students to interact with one another and staff during their time at Otago Polytechnic in a way that mimics the professional office.

Sustainability is a cornerstone of the BAS and is explored from cultural, social, environmental and economic perspectives. Students are expected to consider sustainable principles at each stage of design research, development, documentation and implementation. Through exposure to sustainability theories and precedence studies, sustainability strategies and methods, students will be expected to analyse, synthesise and apply this knowledge to design thinking and execution.

The level and complexity of learning increases through the degree and by the third year of the programme learners are prepared to address the transition to professional life and/or post-graduate study, and have the opportunity to specialise in their chosen pathway. The third year provides major design and research projects that are designed to align closely with those in the real world. Such projects focus on either pathway and require the acquisition and integration of deep level knowledge and skills. The final year also comprises further elective choices, including the opportunity to undertake a work-based internship in which students practice their skills in real world settings. The BAS will cater for the independent learner, but also support those who require more guidance with engagement in self-directed, evidence-based learning.

1.4. Comparability of Delivery

The proposed delivery of core curricular activities is identical to the NZQA approved programme of study. Course learning outcomes, sequencing of delivery, credit structure, teaching levels, as well as course pre-requisites and co-requisites have been maintained. Assessments have also been retained, with exceptions in two courses (refer to [Appendix 19: Assessment Differences](#)). The breakdown of course hours has also been retained. An overview of the programme structure is provided below.

Degree Programme Structure

Otago Polytechnic Bachelor of Architectural Studies - 360 credits

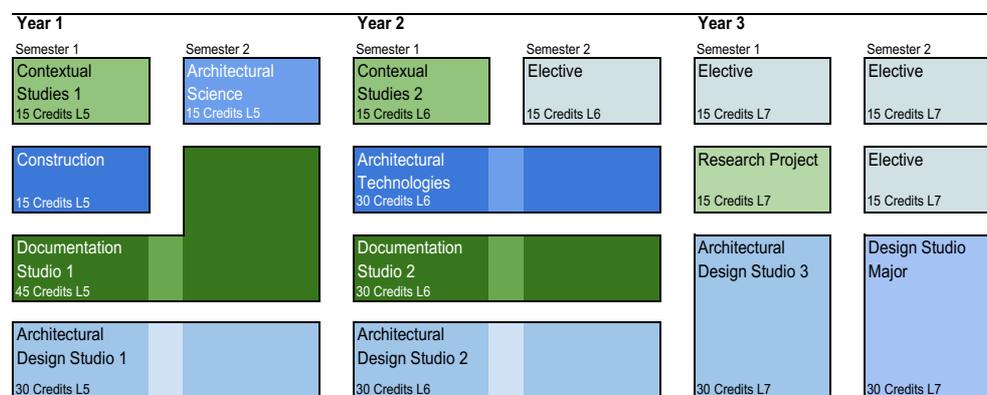


Diagram 1: Bachelor of Architectural Studies Programme Structure

The programme consists of 360 credits delivered over three years of full-time equivalent study. Students have a choice of two specialisations: Architectural Technology or Interior Architecture. Design studio courses are undertaken within the context of either specialisation, allowing students to work on major design projects with a focus on either specialisation. Students may also select a total of 60 credits of electives with Architectural Technology or Interior Architecture outcomes.

The BAS is a three-year full-time or five-year part-time programme of study requiring the successful completion of courses at levels 5, 6, and 7, with a combined value of 360 credits. The degree must be completed within a maximum five-year period. Exceptions to this can be made by applying to the Head of School in cases where the student can demonstrate current competency. The Head of School will advise the student if any additional courses are required, due to changes made to the programme in the interim period. Full-time students are expected to maintain an approximate workload of 120 credits per year, although some variations may be negotiated, within funding and time restrictions.

The programme comprises 210 core course credits, 90 compulsory credits in each specialisation and 60 elective course credits. Electives may be either:

- Specified elective credits (chosen from a list of approved electives), or
- Unspecified elective credits (courses at L5, L6 or L7 as defined by NZQA from previous or concurrent study). Credits must not duplicate content in other courses contributing to the degree. Such courses must be approved by the Programme Leader.

Progression through the courses is dependent on meeting the prerequisites for each course.

Merit and Distinction

The Bachelor of Architectural Studies (with specialisation) will be awarded to all students who successfully complete all the requirements to be awarded Merit and Distinction in line with Otago Polytechnic policy. The qualification will be awarded “with distinction” when students achieve an average of A+ or A overall courses within the last year of the qualification. The qualification will be awarded with merit” when students achieve an average of B+ or A- over all courses within the last year of the qualification.

Supporting document

Institutional Assessment policy – refer to [Appendix 12: AP0910.00 Assessment Committee](#)

Elective Course Options

The Ara Institute of Canterbury approved programme contains eleven elective course options. It is proposed that ten of these will also be offered at Otago Polytechnic, with exception of the course Sustainable Rating Tools and Natural Materials, which will be substituted with the elective course Sustainable Practice. The rationale for this decision is that rating tools and materials are considered to be an integral part of the first year Construction course. Sustainable Practice explicitly considers sustainability from a more holistic social, ecological and economic perspectives and allows learners to familiarise themselves with the Living Building Challenge.

In addition to the electives contained in the Ara Institute of Canterbury programme document, it is also proposed to offer eleven additional electives that allow students to specialise further. A comparison of the courses delivered at both institutes is provided below. Course outlines for the Otago Polytechnic developed elective courses are available in [Course Summaries: Otago Polytechnic Proposed New Electives](#).

Elective options were discussed at the Otago Polytechnic School of Design Permanent External Advisory Committee (PEAC) meeting, as well as through consultation with students and staff.

Comparison of Electives Courses options at ARA and OP

Course Name	Delivered at ARA	Delivered at OP
Urban Design Studio	√	√
Furniture Design 1	√	√
urniture Design 2	√	√
Restoration and Conservation 1	√	√
Restoration and Conservation 2	√	√
Architectural Internship	√	√
Performance Design Studio	√	√
BIM Project	√	√
New Zealand Architects	√	√
Special Topic	√	√
Sustainable Rating Tools and Natural Materials	√	

Course Name	Delivered at ARA	Delivered at OP
Sustainable Practice		√
Building Typologies		√
Lighting Design		√
Compliance and Legislation		√
Quantity Surveying		√
Computer Aided Architectural Imaging Communication 1		√
Computer Aided Architectural Imaging Communication 2		√
Architectural Detailing 1		√
Architectural Detailing 2		√
Architectural Detailing 3		√
Professional Practice		√

2. CRITERION 1: ASSESSMENT AND MODERATION

The institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.

2.1. Assessment Processes

Assessment is an integral aspect of the teaching and learning process. Learning in this programme is multi-dimensional, complex, integrated, revealed in student performance over time, and is more often about the application of knowledge to situations and practices. Assessment will therefore be embedded in the programme and use a diverse array of methods such as presentations, critiques, reports (verbal and written) and academic writing as appropriate to the topic and level to assess individuals against course and student-derived goals.

Assessment will focus on outcomes and experiences leading to those outcomes and will include on-going internal, individual, formative assessment that is both formal and informal, as well as summative assessment. Formative assessments, and progress monitoring designed to improve student learning, will occur throughout the programme.

Assessment practices provide constructive feedback to students and provide a measure of their progress against defined learning outcomes, enabling them to learn from assessments. Otago Polytechnic's expectations around assessment and feedback are outlined in its Assessment Policy (refer to Appendix 15: AP0900.06 Assessment Policy).

Assessment in each individual course includes formative and summative processes as described below:

- **Formative feedback**

Opportunities for ongoing formative feedback are provided throughout the Programme. The purpose is to provide informal feedback to students on their individual progress. This feedback regularly takes the form of verbal and/or written critiques of student work by tutors, peers and/or the student.

Formative feedback forms a vital part of the learning process as it also provides an opportunity for academic staff members and students to identify areas for improvement and undertake relevant activities in response if necessary.

- **Summative assessment**

Summative assessment provides students with a specific measure of their learning in relation to course learning outcomes. Its purpose is to determine the student's level of achievement in attaining course outcomes and to ensure that students have met the requirements for progression and completion within the programme.

Assessment Methodologies

The range of assessment methods includes:

- Tests and examinations
- Assignments
- Studio-based assignments
- Workbooks
- Oral presentations, individual or as a group
- Collaborative projects (attendance requirements apply)
- Exhibitions
- Portfolios
- Contribution to student-led seminars

Grade Scale at Otago Polytechnic (in accordance with [Appendix 3: AP0903.06 Grade Scales at Otago Polytechnic](#)) Otago Polytechnic's grade scale differs from Ara's grade scale, and we will be using the grade scale below.

Mark	Grade	Pass / Fail	Notes
90 -100	A+	Pass	
85 - 89	A	Pass	
80 - 84	A-	Pass	
75 - 79	B+	Pass	
70 - 74	B	Pass	
65 - 69	B-	Pass	
60 - 64	C+	Pass	
55 - 59	C	Pass	
50 - 54	C-	Pass	
40 - 49	D	Fail	
0 - 39	F	Fail	
AEG			Awarded pass following consideration of impaired performance/aegrotat application
APEL			Awarded pass following assessment of evidence of prior experience and current skills
CC			Credit granted on basis of learning outcomes met via passes in other course(s)
CT			Awarded pass – equivalent course already passed
ADV			Advanced standing awarded for approved credits
NFY			Course not yet finished, runs into more than one calendar year
DNC			Did not complete course ie formal withdrawal after 80% or informal withdrawal at any time.
WD			Formal withdrawal form processed
* NRE			No result expected – valid extension

2.2. Internal and External Moderation

Moderation is an integral part of assessment best practice to ensure assessment is fair, valid, reliable, appropriate to the assessment mode, consistent across the Polytechnic and meets external requirements. Internal and external moderation practices are governed by Otago Polytechnic's institutional moderation policy (refer to Appendix 1: AP0908.01 Moderation of Assessment).

Internal

Pre-assessment moderation will be done by the Assessment Committee prior to course commencement dates to ensure the assessment is clear, accurate and appropriate for the level and the outcomes assessed and institutional frameworks will be followed. All summative assessments are moderated by a member of the teaching team who will check that marking meets the requirements of the marking schedule for that assignment and that consistency and fairness has occurred in the marking of student work. Effective

moderation will involve a partnership of respect between assessor and moderator. The assessor is responsible for submitting a signed moderation form for filing within the department.

External

Post-assessment external moderation is going to be undertaken by academics or relevant subject relevant subject matter experts external to Otago Polytechnic to ensure consistency of marking marking and checking of student scripts against the moderated marking schedules. Samples of Samples of low, medium and high grade/marks along with all relevant assessment information will information will be given to an external moderator (usually employed at a similar tertiary institution) institution) to gauge whether the marking schedules have been applied appropriately and consistently. Moderators are also asked to review the work of particular students and provide provide feedback on the programme. Involvement of the programme owner, Ara Institute of of Canterbury, is considered an integral part of Otago Polytechnic's external moderation moderation processes. Relevant academic staff from Ara have agreed to actively engage in moderation moderation processes (refer to [Appendix 3: AP0903.06 Grade Scales](#) at Otago Polytechnic <http://www.op.ac.nz/assets/policies/AP0903.06-Grade-Tables.pdf>

Appendix 4: ARA External Moderation].

Supporting Documents

Institutional Moderation policy – refer to [Appendix 1: AP0908.01 Moderation of Assessment](#)

Institutional Assessment policy – refer to [Appendix 12: AP0910.00 Assessment Committee](#)

Institutional Grade Table policy – [Appendix 2: AP0903.06 Grade Tables](#)

Institutional Moderation policy – refer to [Appendix 1: AP0908.01 Moderation of Assessment](#)

Programme-specific moderation plan – refer [Appendix 2: Internal and External Moderation Plans](#)

2.3. Academic Misconduct and Student Appeals

Institutional appeals policy: [Appendix 5: AP0600.05 Academic Appeal Process for Students](#)

Institutional academic misconduct policy: <http://www.op.ac.nz/assets/policies/AP0602.04-Student-Discipline.pdf>

3. CRITERION 2: RESOURCES

The organisation has the capability and capacity to support sustained delivery of the programme, in all delivery modes, with regard to appropriate academic staffing, teaching facilities, physical resources and support services.

3.1. Staffing

Existing Otago Polytechnic staff are appropriately qualified and experienced to facilitate learning as outlined in the programme document. Curricula Vitae of Otago Polytechnic staff are available in [Appendix 7: Staff Curriculum Vitae](#) (in alphabetical order) of this document.

The programme will also involve practicing Architects, Architectural Designers and Interior Architects to provide unique perspectives on applied design thinking. Specialist software skills may be delivered internally, or by reputable industry professionals. In order to facilitate consistency of processes and delivery, course coordination of all courses will be facilitated by permanent staff.

3.2. Equipment and Facilities

Physical

Most of the learning in the degree is facilitated in studio environments. Initially, the BAS will be delivered at Otago Polytechnic's H-Block building and will utilise existing studio workshops and computer suites at Otago Polytechnic's Forth Street campus. To cater for anticipated student numbers, new space layout configurations will need to be made. No structural design changes or major building work will be required to accommodate the new cohort. IT infrastructure upgrades have either been completed, or are in the process of being installed. Course components that require specialist equipment, for example manual draughting, may be taught at existing classroom facilities located in L-Block.

The delivery of this programme will eventually move into a new ADA building that is due for completion in 2019. Consultation with relevant architecture and planning practices is ongoing. The new building will provide the opportunity to leverage synergies regarding shared spaces and physical resources.

Library

The Robertson Library, located across from Otago Polytechnic's Forth Street Campus, holds resources appropriate to the reading and research requirements of this programme. Academic staff regularly liaise with library staff to ensure that appropriate resources are available to students. In addition to the comprehensive architecture, design and building science collection available in the library, staff participate in a review and selection process for the acquisition of new resources. Students and staff can access a range of relevant scholarly articles through relevant databases. A dedicated programme establishment fund will further improve the current library collection.

Information Technology

Computing needs specific to architecture education highly depend on the level of learning facilitated. Learners at level 5 require computers mainly for text and table editing, basic research and information gathering tasks, 2D CAD designs, basic 3D CAD drawings,

plan documentations, as well as design presentation work. The required specification is “CAD capable PC computers.”

In order to develop student capabilities and achieve the level of work-readiness expected of Otago Polytechnic graduates, appropriate computer resources will need to be provided for learners at levels 6 and 7. The infrastructure and hardware requirements have been discussed and are part of the Resource Verification process (refer to [Appendix 16: Resource Verification Information](#)). Technology resources for all programmes in the College are monitored and updated regularly. A range of software applicable to design is already provided and supported. From time to time access to additional software may be required for a project and this will be applied for through normal channels.

Financial Resources and Equipment

Resource allocation from central services to academic areas is currently on the basis of budgeted and actual EFTS plus some other drivers for specific cost areas. The internal resource allocation system is constantly under review, towards improvement. The head of each academic area is responsible for preparing an annual budget, and resourcing programmes within the area. The budget for each area is reviewed and adjusted by the budget manager as required in a formal forecast process in the second quarter of each year. This is undertaken in conjunction with their financial analyst and Leadership Team member, and then reviewed by Finance and the Chief Operating Officer before submission to Council for approval.

Specifically, the following procedures are in place:

- Operating income and expenditure plus capital expenditure is reported to and monitored in the central performance portal by the budget manager with oversight from their financial analyst each month
- All new programme submissions must include details of resource requirements so that consideration can be given to the availability of adequate funding.
- Computing facilities for all academic and service areas are updated and replaced by the ISS team on a cyclical basis.
- All academic and service areas identify capital requirements annually, these are included in the budget and forecast processes
- A process of maintenance identification is carried out every three years with necessary provisions being calculated on a 10-year depreciation cycle.

Supporting Documents Attached

Resource Verification – refer to [Appendix 16: Resource Verification](#)

Campus-Specific Resources available to the learner – refer to [Appendix 17: Campus Specific Resources Available](#)

Student Handbook

At Otago Polytechnic all students can access their rights and responsibilities and other institutional information via the website. Each course is also accompanied by a course outline that provides students details of the course including the timetable, learning activities, assessment information, and more.

Operating Expenses

The Operating Expenses allocation for each College/School is negotiated annually in the budget and forecasts processes and covers such expenses as class materials, copying, printing, computer resources, teaching resources, training, professional development opportunities and some research activities. Capex Funding required for the development of new programmes is evaluated as part of annual budgeting process with the Chief Financial Officer giving final approval of funding levels for each new development.

Supporting Documents Attached

Services available to students at the Dunedin campus – [Appendix 17: Campus Specific Resources Available](#)

3.3. Authentic Work Experience Components

In accordance with the approved programme document, learners undertaking the BAS may elect to organise a work placement of between 70-120 hours best suited to their interests and skills. 70 hours is the minimum amount of hours required to count towards this authentic learning experience. While placement particulars are flexible, it is envisaged that this will normally be a part-time placement. Academic recognition can be granted as part of the Architectural Internship elective course.

Each work placement must be formally approved by the Programme Leader, or delegate, and is subject to the student achieving a B grade average in all Year 1 courses plus Documentation Studio 2. It is envisaged that this work is unpaid. Learners will be involved with briefings, group question and answer sessions and one-to-one consultation with the internship coordinator before their placement. Learners will be fully briefed before their work experience.

OBJECTIVES

On completion of their work placement, students will be able to:

- Produce a reflective report of their experiences.
- Present their report to teachers, workplace personnel and fellow students in a seminar session.
- Maintain a daily work log/diary.

CONTENT

Students will be expected to be involved with, but not limited to, the following through supervised and unsupervised work activities, attendance at presentations, site visits, professional interactions and involvement in architecture projects undertaken in the business, industry or community organisation:

Gaining an understanding of:

- The scope of the business
- The client base
- Processes used
- Business philosophy and practices
- Project documentation
- Project management
- Typical flow of work and its stages through the business
- Marketing/branding of the business
- Costs and fee structures

ASSESSMENT, EVALUATION AND MODERATION

These agreements outline the process for reporting/coordinating assessment, evaluation and moderation, and the process for supervisors providing feedback to both Otago Polytechnic and the learner. Coordination of assessment, evaluation and moderation for internships shall be the responsibility of the Internship Coordinator. Assessment procedures will comply with institutional academic policies on assessment and moderation. Formative assessment will include personnel from the architecture or other business, industry or community organisation. Summative assessment will include the report and the reflective essay. This assessment will be moderated as per the moderation procedures outlined earlier in this document.

3.4. Capability

Professional Development

Otago Polytechnic has a commitment to a minimum of ten days per year for professional development for each full-time academic staff member and a minimum of five days per year for each full-time general staff member. Academic staff attend courses to enable them to maintain currency with respect to both teaching process and their teaching discipline. Financial support is provided via a personal allocation and several contestable funds.

In tandem with performance reviews, an **Individual Development Plan (IDP)** is completed by staff annually in consultation with line managers. The IDP provides a framework for individual personal and professional development and has three broad aims: to connect individual and group development with the development and success of Otago Polytechnic as an organisation; to implement a system of professional and/or personal development for every staff member; and to assist with career planning for every staff member.

Learning and Teaching

The acquisition of a teaching qualification such as the Graduate Diploma in Tertiary Education (Level 7), the Certificate in Mata a Ao Māori (level 4) and enhancing learning and teaching practice are key strategies which apply to all academic staff. The Staff Capability team (under the responsibility of Director: Organisational Development) leads the planning, coordination, delivery and evaluation of a range of training and professional development opportunities for academic and general staff.

OP Online (under the responsibility of the Director: Learning and Teaching) leads flexible learning, work-based learning and online learning; facilitates and supports curriculum design (programmes and courses), development and delivery including blended delivery and wholly online delivery; proactively support the development and implementation of the Learning and Teaching Strategic framework; and develop teachers' capabilities in learning and teaching.

3.5. QMS

Otago Polytechnic's Quality Management System is outlined in the Academic Quality Management Manual (AQMM), which is available upon request due to its size.

4. CRITERION 3: SUPPORT FOR DELIVERY

If the applicant institution is not the holder of the programme approval, there is support from the holder of the programme approval.

4.1. Evidence of Programme Owner Support

A Memorandum of Understanding between ARA, owner of the qualification, and Otago Polytechnic has been signed and is attached in Appendix 8: MOU with Programme/Qualification Owner.

4.2. Evidence of Internal and External Support

PEAC minutes from meetings held at Architecture, Building and Engineering, as well as the College of Art, Design and Architecture are available upon request.

Refer to [Appendix 9: Evidence of Internal and External Support](#) for the following:

- Industry support letters/correspondence
- Academic Board support

5. CRITERION 4: ASSESSMENT AND REVIEW

There must be adequate and effective review of programme performance and the institution's capability to support the programme. There must be monitoring of improvement following review, and processes for determining whether the programme should continue to be delivered.

5.1. Programme Evaluation and Review

The Bachelor of Design (Interiors), along with all current Otago Polytechnic programmes, completes an annual programme review process (APER). Feedback from the 2015 APER is not yet available however information from the 2014 report is below:

Commendations

- Initiatives to reviewing course assessments with the aim to reduce the number of assessments.
- Delivery synergies between the two specialties and with Architecture Building and Engineering (Engineering and Product, and Architecture/Construction and Interiors) whilst maintaining each specialty's unique characteristics.
- For the high employment rate for graduates who in fact are sought after by employers.

Opportunities for Improvement

- Consider reinstating peer tutoring.

Recommendations

- We recommend you meet with Organisational Research Office around tailoring the schedule and process to obtain course evaluation and feedback on teaching.

Requirements

- Ensure the loop is closed with students in responses to feedback by having a documented action plan(s) in place by 30 November 2015.
- Ensure that all staff are actively engaged in ongoing evidence based self-assessment activities which will improve the confidence rating by 31 March 2016.

The programme moved to monitoring by APER in 2015 and has appointed a new monitor, Natasha Perkins, from Victoria University who will undertake her first visit in semester 2, 2016.

2015 Course completions for the Bachelor of Design (Interiors) were 90.45%, comprising

Full Fee Paying Foreign Students	100.00%
Student Achievement Component funding	89.29%

Course completions have been over 90% for the period 2013-15.

5.2. Feedback

Feedback on programmes comes from a variety of sources:

Polytechnic Surveys

Students enrolled within the polytechnic complete a First Impressions Survey within the first four weeks of commencing their programme. A Programme Satisfaction Survey is also completed prior to the end of the programme. Both of these surveys provide polytechnic-wide student feedback.

Student Course and Programme Evaluation

Methods of feedback include written and oral surveys, student representative forums, mid and end of programme student evaluations. This information informs the annual review of activities with recommendations arising from this review being reported annually to the Director: Quality.

Staff Programme Evaluation

Staff regularly review programme content and delivery through formal and informal staff meetings with the Head of College/School. This information also informs the Annual Programme Evaluation Report.

Annual Programme Evaluation Report (APER)

All programmes are required to participate in an internal evaluative process to report on the on-going quality of the delivery including graduate outcomes, student feedback, staff feedback, completion and retention rates, external stakeholder feedback, research outputs, and proposed changes to the programme. A meeting of Head of College/School and College/School staff with senior managers is held to consider the programme's development over the past year and to identify an action plan for improvement for the following year. The final report from this process is intended to meet three requirements, evidence of evaluative self-assessment, an action plan, and to meet QAB (Quality Assurance Body) reporting requirements for degrees and postgraduate programmes.

Monitoring

A programme monitor for the Bachelor of Architectural Studies will ensure the academic quality and integrity of the programme. The programme will comply with AP0707.04 to ensure best practice.

Supporting Documents

Institutional monitoring policy – refer to [Appendix 10: AP0707.04 Monitoring of Degree and Postgraduate Qualifications](#)

6. CRITERION 6: RESEARCH

Research facilities and the support of staff involved in research are adequate, the levels of research activity of staff involved in the programme are satisfactory, and the ways by which the research-teaching links are made in the curriculum are appropriate.

6.1. Research Culture

All staff teaching on the programme are required to be research active. The majority of staff involved with programme delivery have active research portfolios which support their teaching. They encourage and support engagement and collaboration with relevant research and enterprise between learners, staff and communities which are conducted ethically and responsibly and take sustainability issues into consideration. They are aware of their responsibility to support Māori-centered knowledge creation and are well-connected with architecture, design and other businesses, industries and communities. Research informs the teaching, and may result in learners working on projects in the same research area.

Staff who work on the delivery of the existing Diploma in Architectural Draughting (level 6) are actively involved in shaping industry discourse. Provision of mentoring by experienced researchers will provide support for any new researchers. Institutional resources and participation in internal and external research and enterprise activities enable staff to develop individual research platforms. Staff are required to update individual and collective research activities and scholarly outputs into a centralised database. Team Performance Plans that inform Individual Performance Plans and Individual Development Plans are in place for individuals and teams.

The College of ADA submits an annual bid for research funding, based on a school research plan. This bid identifies key research projects and activities planned for the year as well as funding for teaching release to support highly active research staff. In 2016, approximately half of the permanent staff in the school were supported financially to meet agreed research targets. In addition a range of research and enterprise projects are being funded. Research outputs and activities are recorded in a central database by each staff member. The Heads of School have the responsibility for verifying quality assured outputs. The Research and Enterprise office is responsible for providing ongoing support and development for staff involved in research at Otago Polytechnic; this office checks PBRF portfolios before submission. Otago Polytechnic was ranked second in the ITP sector for research in the 2012 PBRF round.

7. Course Summaries: Otago Polytechnic Proposed New Electives

Note: The below course summaries are only for the proposed new electives to be delivered at Otago Polytechnic. The existing course summaries are available in the Ara programme document.

Sustainable Practice

SMS Code	AR609001	Teacher-directed learning hours	64
Level	6	Authentic work experience learning hours	N/A
Credits	15	Student-managed learning hours	86
Pre-requisite(s)	NIL	Total Learning Hours	150
Co-requisite(s)	NIL	Year Taken (ie, 1 st , 2 nd , 3 rd)	3 rd
Assessment standards: N/A		Course is compulsory: No	
This course approved in another Programme: No			

Aim

To enable students to evolve as sustainable practitioners by developing a theoretical and practical understanding of community resilience, place identity and sustainable material cultures.

Learning Outcomes

On successful completion of the course, students will be able to:

1. Research, develop and apply sustainable design solutions, taking into account cultural considerations.
2. Integrate basic principles of sustainable practice into design.
3. Synthesise how design affects quality of life for building users and provide solutions where appropriate.

Indicative Content

- Strategies for the creation and fostering of place and cultural identity
- Traditional and modern construction methods and materials
- Collaborative design processes and case studies
- Built environment codes and rating systems strengths and weaknesses
- International approaches to sustainable construction

Learning and Teaching Strategies

- Lectures; group and individual tutorials and critiques.
- Self-directed study which includes research and analysis intended to enhance the student's problem solving abilities for the appropriate level.

ASSESSMENT

Assessment Activity	Weighting	Learning Outcomes	Assessment Grading Scheme	Completion Requirements
Project 1	50%	1-2	marks out of 100	An average of 50% over all assessments
Project 2	50%	1-3	marks out of 100	

RESOURCES

Required Literature

Required literature will be communicated via Moodle prior to start of the course

Recommended Literature

Brophy, V., & Lewis, J. O. (2011). *A green vitruvius: principles and practice of sustainable architectural design*. Routledge.

Burton, E., Jenks, M., & Williams, K. (Eds.). (2013). *Achieving sustainable urban form*. Routledge.

Edwards, B., & Turrent, D. (Eds.). (2002). *Sustainable housing: Principles and practice*. Taylor & Francis.

Owen, C., & Dovey, K. (2008). Fields of sustainable architecture. *The Journal of Architecture*, 13(1), 9-21.

Pitt, M., Tucker, M., Riley, M., & Longden, J. (2009). Towards sustainable construction: promotion and best practices. *Construction innovation*, 9(2), 201-224.

Plevoets, B., & Van Cleempoel, K. (2013). Adaptive reuse as an emerging discipline: an historic survey. *Reinventing architecture and interiors: a socio-political view on building adaptation*.

Tan, Y., Shen, L., & Yao, H. (2011). *Sustainable construction practice and contractors' competitiveness: A preliminary study*. *Habitat international*, 35(2), 225-230.

Wyatt, D. P., Sobotka, A., & Rogalska, M. (2000). *Towards a sustainable practice*. *Facilities*, 18(1/2), 76-82.

Building Typologies

SMS Code	AR711001	Teacher-directed learning hours	64
Level	7	Authentic work experience learning hours	N/A
Credits	15	Student-managed learning hours	86
Pre-requisite(s)	Architectural Design Studio 1 Architectural Design Studio 2	Total Learning Hours	150
Co-requisite(s)	NIL	Year Taken (ie, 1 st , 2 nd , 3 rd)	3 rd
Assessment standards: N/A		Course is compulsory: No	
This course approved in another Programme: No			

Aim

To enable students to employ different building typologies and key design considerations.

Learning Outcomes

On successful completion of the course, students will be able to:

1. Analyse key design aspects and challenges of various common building types, including New Zealand-specific buildings such as marae.
2. Undertake independent research on various building typologies, utilising appropriate research methodologies.
3. Collate and present research findings in written and oral form, utilising relevant visual support materials.

Indicative Content

- Value and interpretation tools for the analysis of design case studies
- Examples of public building typologies (stadiums, libraries, airports, shopping malls, prisons)
- Examples of public cultural building typologies (museums, galleries, theatres, music venues, places of worship, cultural meeting grounds and associated buildings including marae)
- Examples of public-private building typologies (apartment blocks, social housing, co-housing approaches)

Learning and Teaching Strategies

- Illustrated lectures and DVD/video presentations
- Tutorial discussions and independent research and reading
- Self-directed work including the analysis of particular examples of architectural design
- Learner/tutor consultations

ASSESSMENT

Assessment Activity	Weighting	Learning Outcomes	Assessment Grading Scheme	Completion Requirements
Project 1	50%	1-3	marks out of 100	An average of 50% over all assessments
Project 2	50%	1-3	marks out of 100	

RESOURCES

Required Literature

Required literature will be communicated via Moodle prior to start of the course



Recommended Literature

Coles, J., & House, N. (2007). *The fundamentals of interior architecture*. AVA Publishing.

Guy, S., & Farmer, G. (2001). Reinterpreting sustainable architecture: the place of technology. *Journal of Architectural Education*, 54(3), 140-148.

King, A. (2004). *Spaces of global cultures: architecture, urbanism, identity*. Routledge.

Koch, D. (2014). Changing building typologies: The typological question and the formal basis of architecture. *The Journal of Space Syntax*, 5(2), 168-189.

Lukez, P. (2007). *Suburban transformations*.

Musall, E., Weiss, T., Lenoir, A., Voss, K., Garde, F., & Donn, M. (2010). Net Zero energy solar buildings: an overview and analysis on worldwide building projects. In *EuroSun conference*.

Lighting Design

SMS Code	AR712001	Teacher-directed learning hours	64
Level	7	Authentic work experience learning hours	N/A
Credits	15	Student-managed learning hours	86
Pre-requisite(s)	NIL	Total Learning Hours	150
Co-requisite(s)	NIL	Year Taken (ie, 1 st , 2 nd , 3 rd)	3 rd
Assessment standards: N/A		Course is compulsory: No	
This course approved in another Programme: No			

Aim

To enable students to examine natural and artificial lighting conditions within the built environment and design appropriate lighting solutions.

Learning Outcomes

On successful completion of the course, students will be able to:

1. Incorporate key design principles into natural lighting design.
2. Incorporate key design principles into artificial lighting design.
3. Utilise software tools to optimise lighting conditions.

Indicative Content

- Basic physics of light
- Software tools to examine lighting conditions
- Manipulation and optimisation of day lighting conditions
- Manipulation and optimisation of artificial lighting conditions
- Means to reduce energy use within built environments

Learning and Teaching Strategies

- Lectures and presentations
- Software tutorials
- Self-directed work including the analysis of particular lighting examples
- Learner/tutor consultations

ASSESSMENT

Assessment Activity	Weighting	Learning Outcomes	Assessment Grading Scheme	Completion Requirements
Natural Light	50%	1-3	marks out of 100	An average of 50% over all assessments
Artificial Light	50%	1-3	marks out of 100	

RESOURCES

Required Literature

Required literature will be communicated via Moodle prior to start of the course

Recommended Literature

Coaton, J. R., Cayless, M. A., & Marsden, A. M. (1997). *Lamps and lighting*. Architectural Press.



- Karlen, M., Benya, J. R., & Spangler, C. (2012). *Lighting design basics*. John Wiley & Sons.
- Lenk, R., & Lenk, C. (2011). *Practical lighting design with LEDs* (Vol. 70). John Wiley & Sons.
- Loe, L., Mansfield, K. P., & Rowlands, E. (1994). Appearance of lit environment and its relevance in lighting design: experimental study. *Lighting Research and Technology*, 26(3), 119-133.
- Loe, D. L., & Rowlands, E. (1996). The art and science of lighting: A strategy for lighting design. *Lighting Research and Technology*, 28(4), 153-164.
- Steffy, G. (2002). *Architectural lighting design*. John Wiley & Sons.
- Sousa, A. A. (2012, December). Lighting design: A goal based approach using optimisation. In *Rendering Techniques' 99: Proceedings of the Eurographics Workshop in Granada, Spain, June 21–23, 1999* (p. 317). Springer Science & Business Media.
- Tregenza, P., & Wilson, M. (2013). *Daylighting: architecture and lighting design*. Routledge.
- Winchip, S. M. (2011). *Fundamentals of lighting*. Fairchild Books.

Compliance and Legislation

SMS Code	AR713001	Teacher-directed learning hours	64
Level	7	Authentic work experience learning hours	N/A
Credits	15	Student-managed learning hours	86
Pre-requisite(s)	NIL	Total Learning Hours	150
Co-requisite(s)	NIL	Year Taken (ie, 1 st , 2 nd , 3 rd)	3 rd
Assessment standards: N/A		Course is compulsory: No	
This course approved in another Programme: No			

Aim

To enable students to address relevant compliance demands and cultural considerations of stakeholders in planning processes, incorporating relevant New Zealand building and environmental legislation.

Learning Outcomes

On successful completion of the course, students will be able to:

1. Locate and respond to relevant building and environmental legislation.
2. Engage in appropriate social and cultural consultation processes with stakeholders, including iwi.

Indicative Content

- Legal responsibilities and due diligence of designers and architects
- Building consent applications
- Resource consent applications
- Roles and responsibilities of the Environment Court of New Zealand
- Treaty of Waitangi obligations

Learning and Teaching Strategies

- Lectures and presentations
- Software tutorials
- Self-directed work including the analysis of costing examples
- Learner/tutor consultations

ASSESSMENT

Assessment Activity	Weighting	Learning Outcomes	Assessment Grading Scheme	Completion Requirements
Project 1	30%	1	marks out of 100	An average of 50% over all assessments
Project 2	70%	1-2	marks out of 100	

RESOURCES

Required Literature

Required literature will be communicated via Moodle prior to start of the course

Recommended Literature

Authority, B. I. (1992). The New Zealand Building Code Handbook. *Wellington, NZ.*



Buchanan, A. H. (1999). Implementation of performance-based fire codes. *Fire Safety Journal*, 32(4), 377-383.

Chan, E. H., & Ann, T. W. (2005). Contract strategy for design management in the design and build system. *International journal of project management*, 23(8), 630-639.

Council, A. (2013). Proposed Auckland unitary plan. *Auckland Council*.

Glavovic, B. C., Saunders, W. S. A., & Becker, J. S. (2010). Land-use planning for natural hazards in New Zealand: the setting, barriers, 'burning issues' and priority actions. *Natural Hazards*, 54(3), 679-706.

Jackson, T., & Dixon, J. (2007). The New Zealand Resource Management Act: an exercise in delivering sustainable development through an ecological modernisation agenda. *Environment and Planning B: planning and design*, 34(1), 107-120.

Le Masurier, J., Rotimi, J. O., & Wilkinson, S. (2006). Comparison between routine construction and post-disaster reconstruction with case studies from New Zealand.

Lozano, J. M., Albareda, L., Ysa, T., Roscher, H., & Marcuccio, M. (2016). *Governments and corporate social responsibility: Public policies beyond regulation and voluntary compliance*. Springer.

Palmer, K. (2010). Reflections on the history and role of the Environment Court in New Zealand. *Environmental and Planning Law Journal*, 27(1), 69.

Thompson, A. (2012). *Architectural design procedures*. Routledge.

Quantity Surveying

SMS Code	AR714001	Teacher-directed learning hours	64
Level	7	Authentic work experience learning hours	N/A
Credits	15	Student-managed learning hours	86
Pre-requisite(s)	NIL	Total Learning Hours	150
Co-requisite(s)	NIL	Year Taken (ie, 1 st , 2 nd , 3 rd)	3 rd
Assessment standards: N/A		Course is compulsory: No	
This course approved in another Programme: No			

Aim

To enable students to qualify and quantify costs specific to architectural and interior architectural building design solutions.

Learning Outcomes

On successful completion of the course, students will be able to:

1. Estimate and quantify building costs.
2. Obtain and use quotations, and apply overheads, for labour and installation costs.
3. Profit and on-cost items to build-up rates and collate all priced components into a submission.
4. Research building material market rates and conditions.

Indicative Content

- Basic economic principles (e.g. net present value)
- Building cost estimates for various design stages
- Cost control
- Investment, maintenance and life-cycle costs
- Case studies

Learning and Teaching Strategies

- Lectures and presentations
- Software tutorials
- Self-directed work including the analysis of costing examples
- Learner/tutor consultations

ASSESSMENT

Assessment Activity	Weighting	Learning Outcomes	Assessment Grading Scheme	Completion Requirements
Project 1	30%	1-3	marks out of 100	An average of 50% over all assessments
Project 2	70%	1-6	marks out of 100	

RESOURCES

Required Literature

Required literature will be communicated via Moodle prior to start of the course

Recommended Literature



Adafin, J., Wilkinson, S. J., Rotimi, J. O. B., & Odeyinka, H. A. (2016). Evaluating the budgetary reliability of design stage elemental cost plan in building procurement: a New Zealand study.

Adafin, J. K., Wilkinson, S., & Rotimi, J. O. (2015). Accuracy in design stage elemental cost planning: an analysis of New Zealand data.

Ashworth, A., Hogg, K., & Higgs, C. (2013). *Willis's practice and procedure for the quantity surveyor*. John Wiley & Sons.

Baker, C., & Davies, K. (2013). Quantity surveyors perceptions of the role and capability of tertiary education in New Zealand.

Boon, J., & Prigg, C. (2012). Evolution of quantity surveying practice in the use of BIM—the New Zealand experience. In *Joint CIB International Symposium of W055, W065, W089, W118*.

Mbachu, J., & Taylor, S. (2014). CONTRACTUAL RISKS IN THE NEW ZEALAND CONSTRUCTION INDUSTRY: ANALYSIS AND MITIGATION MEASURES. *International Journal of Construction Supply Chain Management*, 4, 22-33.

Smith, P. (2014). BIM & the 5D project cost manager. *Procedia-Social and Behavioral Sciences*, 119, 475-484

Smith, P. V. (2014, September). Global Construction Measurement Standards for Quantity Surveying/Cost Engineering. In *2014 7th Quantity Surveying Research Conference*. Tshwane University of Technology.

Stanley, R., & Thurnell, D. (2014). The benefits of, and barriers to, implementation of 5D BIM for quantity surveying in New Zealand.

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Administration and Professional Practice

SMS Code	AR610001	Teacher-directed learning hours	75
Level	6	Authentic work experience learning hours	N/A
Credits	15	Student-managed learning hours	75
Pre-requisite(s)	NIL	Total Learning Hours	150
Co-requisite(s)	NIL	Year Taken (ie, 3 rd)	3 rd
Assessment standards: N/A		Course is compulsory: No	
This course approved in another Programme: No			

Aim

To enable students to plan and assist with the processes of tendering and contract administration, and contribute to office management.

Learning Outcomes

At the successful completion of this course, students will be able to plan and assist with:

1. Tender processes and options.
2. Contract administration systems.
3. Office practices including record keeping, information/document management, documentation project programming and costing, communication and meeting processes.

Indicative Content

- Selecting appropriate building procurement methods
- Documentation requirements for building procurement
- Construction contract administration
- Business and office practice
- Information management
- Over heads and viability
- Ethical and sustainable practice
- Business communication
- Cultural considerations
- Economic sustainability

Assessment

Assessment Activity	Weighting	Learning Outcomes
Portfolio – comprising work providing evidence of meeting the Learning Outcomes.	100%	1, 2 & 3

Resources

Required:

- AS 3910 NZS3910:2013 Conditions of Contract
- AS3915 Conditions of contract for building and civil engineering construction (where no person is appointed to act as engineer to the contract)
- SCC1 NZIA Standard Conditions of Contract document (NZIA SCC 2014)
- NZ Government Legal and Business guidance references
- ADNZ and NZIA Codes of Ethics, Rules, Professional Practice Guidance publications

Computer Aided Communication 1

SMS Code	AR611001	Teacher-directed learning hours	100
Level	6	Authentic work experience learning hours	N/A
Credits	15	Student-managed learning hours	50
Pre-requisite(s)	NIL	Total Learning Hours	150
Co-requisite(s)	NIL	Year Taken	2 nd or 3 rd
Assessment standards: N/A		Course is compulsory: No	
This course approved in another Programme: No			

Aim

To enable students to develop skills to draw, manipulate, customise and manage basic 3D Computer Aided Design Drawings (CAD)/graphics, employing a variety of currently available software packages used by the industry.

Learning Outcomes

On successful completion of the course, students will be able to:

1. Input building and/or context information; manipulate and edit files, graphics and text
2. Produce and confirm output copy of 3D graphic basic images of buildings in a built environment using Computer Aided Design (CAD)/Graphics programs.
3. Complete and verify CAD scale production drawings in 2D and 3D.
4. Apply industry CAD standards, customise and manipulate CAD settings and print CAD images, scale production drawings and manage CAD files.

Indicative Content

- Architectural Computer Aided Design software
- Photo manipulation software such as AutoCAD Revit, ArchiCAD, Photoshop, Impressions or Sketchup (current versions of recognised available industry packages)

Assessment

Assessment Activity	Weighting	Learning Outcomes
Assignments covering each and/or combinations of software sufficient to adequately demonstrate the learning outcomes.	100%	As above

Resources

Required:

Adequate software and hardware resources.

Literature References for Curriculum Development

The latest version of relevant software complete with on board tutorial and manual.

Student Reading List

A list of texts is given to students at the beginning of the programme.

Computer Aided Communication 2

SMS Code	AR612001	Teacher-directed learning hours	80
Level	6	Authentic work experience learning hours	N/A
Credits	15	Student-managed learning hours	70
Pre-requisite(s)	NIL	Total Learning Hours	150
Co-requisite(s)	NIL	Year Taken	3 rd
Assessment standards: N/A		Course is compulsory: No	
This course approved in another Programme: No			

Aim

To enable students to draw, manipulate, customise and manage complex 3D Computer Aided Design Drawings/graphics employing a variety of currently available software packages used by the industry.

Learning Outcomes

On successful completion of the course, students will be able to:

1. Input building and/or context information; manipulate and edit files, graphics and text
2. Produce and confirm output copy of more complex 3D graphic images of buildings in a built environment using Computer Aided Design (CAD)/Graphics programs to a standard acceptable in an industry context.
3. Complete and verify CAD scale production drawings in 2D and 3D.
4. Apply industry CAD standards, customise and manipulate CAD settings and print CAD images, scale production drawings and manage files.

Indicative Content

- Architectural Computer Aided Design software
- Photo manipulation software such as AutoCAD Revit, ArchiCAD, Photoshop, Impressions or Sketch-up (current versions of recognised available industry packages)

Assessment

Assessment Activity	Weighting	Learning Outcomes
Assignments covering each and/or combinations of software sufficient to adequately demonstrate the learning outcomes.	100%	As above

Resources

Required:

Adequate software and hardware resources.

Architectural Detailing 1

SMS Code	AR613001	Teacher-directed learning hours	75
Level	6	Authentic work experience learning hours	N/A
Credits	15	Student-managed learning hours	75
Pre-requisite(s)	NIL	Total Learning Hours	150
Co-requisite(s)	NIL	Year Taken	2 nd
Assessment standards: N/A		Course is compulsory: No	
This course approved in another Programme: No			

Aim

To enable students to develop and apply construction details in the context of small to medium-sized buildings.

Learning Outcomes

On successful completion of the course, students will be able to:

1. Develop construction details for small to medium-sized buildings and incorporate culturally appropriate, legislatively compliant, and industry accepted construction techniques and material usage.
2. Apply basic problem-solving skills to prescribed construction contexts.

Indicative Content

Appropriateness of materials from a sustainability and cultural perspective. Freehand drawing of simple construction components to scale and in proportion, progressing to assembling components into increasingly complex details consistent with those required by NZS 3604: 2011 Timber Framed Construction and BIA "Building Code" Approved Solutions including Section E2/AS1.

Learning/Teaching Strategies/Methods

An assignment based learning approach. Assignment briefs will require initial explanation by the lecturer, and a guided approach to researching and interpreting existing solutions and integrating them into given scenarios.

Assessment

Assessment Activity	Weighting	Learning Outcomes
Assignments covering each and/or combinations of detailing work sufficient to adequately demonstrate the learning outcomes.	100%	1 and 2

Assignments of generally increasing complexity combining previously required skills and techniques, culminating in a portfolio of coursework. This assignment work is progressively assessed and feedback given so that evidence matches the performance criteria.

Literature References for Curriculum Development

Standard Construction Paper documentation

Resources Required

NZS 3604:2011 Timber Framed Buildings, relevant New Zealand Building Code Acceptable Solutions and Standards, Trade and Manufacturers information



Architectural Detailing 2

SMS Code	AR715001	Teacher-directed learning hours	80
Level	7	Authentic work experience learning hours	N/A
Credits	15	Student-managed learning hours	70
Pre-requisite(s)	NIL	Total Learning Hours	150
Co-requisite(s)	NIL	Year Taken (3 rd)	3 rd
Assessment standards: N/A		Course is compulsory: No	
This course approved in another Programme: No			

Aims

To enable students to develop advanced skills in drawing and problem solving of construction details relating to the construction of medium buildings.

Learning Outcomes

On successful completion of the course, students will be able to:

1. Advanced industry drawing skills.
2. Complete resolution of construction details for medium buildings.
3. Interpret and integrate relevant codes, manufacturers' information, and visual and oral instructions.
4. Apply problem-solving techniques to obtain resolution of detail problems.

Indicative Content

Freehand drawing of construction components to scale and in proportion, progressing to assembling components into increasingly complex details consistent with those required for the construction of medium sized buildings.

Learning/Teaching Methods

An assignment based learning approach. Assignment briefs will require some initial explanation by the lecturer with the majority of the students time spent researching and interpreting existing solutions and integrating them into given scenarios. On-site visits will form an important component of the unit, where students can study first hand existing and new construction techniques.

Assessment

Assessment Activity	Weighting	Learning Outcomes
Assignments of generally increasing complexity combining previously required skills and techniques, culminating in a portfolio of coursework. Assignments are progressively assessed with feedback progressively given.	100%	As above

Literature References for Curriculum Development

Notes from Architectural Technology and currently available working drawings and observations of suitable buildings in Dunedin.

Resources Required

NZS 3604:2011 Timber Framed Buildings, relevant New Zealand Building Code Acceptable Solutions and Standards, Trade and Manufacturers information

Architectural Detailing 3

SMS Code	AR716001	Teacher-directed learning hours	75
Level	7	Authentic work experience learning hours	N/A
Credits	15	Student-managed learning hours	75
Pre-requisite(s)	NIL	Total Learning Hours	150
Co-requisite(s)	NIL	Year Taken	3 rd
Assessment standards: N/A		Course is compulsory: No	
This course approved in another Programme: No			

Aims

To enable students to develop skills in drawing and problem solving of construction details relating to the construction of specialised buildings.

Learning Outcomes

On successful completion of the course, students will be able to:

1. Advanced industry drawing skills.
2. Complete resolution of construction details for specialised buildings.
3. Interpretation and integration of relevant codes, manufacturers' information, visual and oral instructions.
4. Problem-solving techniques to obtain resolution of detail problems.

Indicative Content

Drawing of construction components to scale and in proportion, progressing to assembling components into increasingly complex details consistent with those required for the construction of specialised buildings.

Learning/Teaching Methods

An assignment based learning approach. Assignment briefs will require some initial explanation by the lecturer with the majority of the student's time spent researching and interpreting existing solutions and integrating them into given scenarios. On-site visits will form an important component of the unit, where students can study first hand existing and new construction techniques.

Assessment

Assessment Activity	Weighting	Learning Outcomes
Assignments covering each and/or combinations of detailing work sufficient to adequately demonstrate the learning outcomes.	100%	As above

Assignments of generally increasing complexity combining previously required skills and techniques, culminating in a portfolio of coursework. Assignments are progressively assessed with feedback progressively given.

Literature References for Curriculum Development

Notes from Architectural Technology and currently available working drawings and observation of suitable buildings in Dunedin.

Resources Required

NZS 3604:2011 Timber Framed Buildings, relevant New Zealand Building Code Acceptable Solutions and Standards, Trade and Manufacturers information



8. Appendices

Appendix 1	AP0908.01 Moderation of Assessment
Appendix 2	Internal and External Moderation Plans
Appendix 3	AP0903.06 Grade Scales at Otago Polytechnic
Appendix 4	ARA External Moderation
Appendix 5	AP0600.05 Academic Appeal Process for Students
Appendix 6	AP0607.02 Cheating
Appendix 7	Staff Curriculum Vitae (in alphabetical order)
Appendix 8	MOU with Programme/Qualification Owner
Appendix 9	Evidence of Internal and External Support
Appendix 10	AP0707.04 Monitoring of Degree and Postgraduate Qualifications
Appendix 11	Examples of Authentic Work Experiences
Appendix 12	AP0900.06 Assessment
Appendix 13	AP0910.00 Assessment Committee
Appendix 14	AP0907.00 Impaired Performance/Aegrotat
Appendix 15	AP0900.05 Assessment Policy
Appendix 16	Resource Verification
Appendix 17	Campus Specific Resources Available
Appendix 18	Procurement Plan
Appendix 19	Assessment Difference

Appendix 1: AP0908.01 Moderation of Assessment

Institutional Moderation of Assessment Policy - click on the link below to view:

<http://www.op.ac.nz/assets/policies/AP0908.01-Moderation-of-Assessment.pdf>

(Sourced from Otago Polytechnic Website)

Appendix 2: Internal and External Moderation Plans

Type of Moderation	Pre-assessment Moderation	Post-assessment Moderation
Internal	All new assessments and significant changes to assessments will be pre-assessment peer-moderated by the School Assessment Committee to ensure the assessment is clear, accurate and appropriate for the level and the outcomes assessed.	Samples from 20% of courses each year, rotating over a five-year period. <ul style="list-style-type: none">- Courses assessed by new academic staff in their first delivery.- Panel marking used on a range of summative assessments. For example, major projects.
External	N/A	Samples of low, medium and high grade/marks along with all relevant assessment information will be given to an external moderator (usually employed at a similar tertiary institution) to gauge whether the marking schedules have been applied appropriately and consistently. Moderators are also asked to review the work of particular students and give feedback on the programme.

Appendix 3: AP0903.06 Grade Scales at Otago Polytechnic

<http://www.op.ac.nz/assets/policies/AP0903.06-Grade-Tables.pdf>

Appendix 4: ARA External Moderation

Friday, June 10, 2016 at 2:01:50 PM New Zealand Standard Time

Subject: RE: External Moderation
Date: Monday, May 16, 2016 at 12:51:32 PM New Zealand Standard Time
From: Belfiore Bologna
To: Tobias Danielmeier
Attachments: image001.png, image002.png, image003.png, image004.png

Hello Tobias, many thanks for your email.

I'll be very happy to take part in your external moderation process and look forward to continue our conversations, many thanks for inviting me to be part of this.

Best Regards,



Belfiore Bologna Arch. (VEN) | Spec. in Arch. & City Tech. for UADC (ITA)
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From: Tobias Danielmeier [mailto:TobiasD@op.ac.nz]
Sent: Thursday, 12 May 2016 10:40 a.m.
To: Belfiore Bologna <Belfiore.Bologna@ara.ac.nz>
Subject: External Moderation

Hello Belfiore,

Further to our earlier email conversation, I am currently looking into quality assurance options of our degree and am wondering if you would like to take part in external moderation processes?

Thanks for considering,
Tobias



Tobias Danielmeier BA[Arch], MA[Arch], NZIA Academic Member, BDB, BDO
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Otago Polytechnic | Te Kura Matatini ki Otago
Forth Street, Private Bag 1910, Dunedin 9054, New Zealand
M +64 21 735 701 | P +64 3 972 7292 | Room H304a | www.op.ac.nz

Appendix 5: AP0600.05 Academic Appeal Process for Students

Institutional Appeals Process Policy - click on the link below to view:

<http://www.op.ac.nz/assets/policies/AP0600.05-Academic-Appeal-Process-for-Students.pdf>

(Sourced from Otago Polytechnic Website)

Appendix 6: AP0607.02 Cheating

<http://www.op.ac.nz/assets/policies/AP0607.02-Cheating.pdf>

Appendix 7: Staff Curriculum Vitae (in alphabetical order)

CURRICULUM VITAE – Philip Robert Ballard

Qualifications: B.Arch 1976, M.Arch 1994 both from University of Auckland. M.Arch by research into Fire Protection Regulations for buildings in New Zealand focusing on the changes from prescriptive to performance-based requirements.
National Diploma in Adult Education and Teaching (Level 5)

Memberships: Member of IPENZ Technical Group for the Society of Fire Protection Engineers
Associate of New Zealand Fire Protection Association (Bronze Member)

Industrial/Academic Experience

- 2014 – 2015 **Otago Polytechnic** – Chair of Built Environment Team delivering Diplomas in Architectural Draughting, Construction Management and Quantity Surveying.
- 2013 to present Otago Polytechnic, Education Projects Leader, School of Architecture, Building and Engineering responsible for development of new qualifications, review of existing qualifications and aligning pathway documentation with OP's Four Strategic Framework Plans
- 2009 to 2012 Otago Polytechnic, Associate Head of School, School of Architecture, Building and Engineering responsible for academic and staffing matters
- 2002 to 2010 Otago Polytechnic, Programme Manager responsible for Diplomas in Architectural Draughting, Quantity Surveying and Construction Management.
- Member of Research Ethics Committee, Research Grants Committee, Research Travel Grants Committee and Staff Sub-committee of Otago Polytechnic Council.
- External academic member of the panel called to review the National Diploma in Architectural Technology, Quantity Surveying and Construction Management Programmes delivery at Unitec Institute of Technology in 2011.
- Delivering learning in Building Construction, Services, Active and Passive Fire Protection as covered by the Acceptable Solutions for the C Sections of the New Zealand Building Code, Tender Processes, Contract Administration and Architectural Documentation.
- 2000 to present **Ballard Consulting Ltd**, Fire Engineering consultancy and fire protection design, in Auckland & then Dunedin covering a wide range of residential and commercial work throughout New Zealand.
- 1984 -2000 Private Fire Engineering consulting in Auckland covering residential and commercial work to 13 storeys high.
- 1984 – 1998 **Carrington Technical Institute** later **UNITEC Institute of Technology, School of Architecture and Construction.**
- Academic Leader of Construction Technology Curriculum Area responsible for managing all construction, services, materials and environment courses across all

programmes from New Zealand Certificates to Bachelor of Architecture, Bachelor of Construction Management and Bachelor of Quantity Surveying degrees.

Key team member (one of four) in the development and approval of the three Bachelor's degrees in Architecture, Construction Management and Quantity Surveying.

Part of School Research Group fostering research among staff new to degree delivery. Completed and supported various research projects in the area of architectural education.

Member of various Faculty Committees including Academic Board, School Management, Academic Appeals, External Advisory Group and the Treaty Of Waitangi Support Group. Conducted Continuing Professional Development Seminars for Territorial Authority Officers and other Practitioners from around the Auckland Region on the Building Act 1991 the Approved Documents : Fire Sections C1, C2, C3 and C4.

Completed Fire Engineering Design Course – 5 Day Seminar at the University of Auckland, a joint University, NZFPA and SESOC training programme in November 1992. This was the necessary foundation for those intending to become Fire Engineers.

Studied and completed Masters in Architecture at University of Auckland by research into the transition to performance- based fire regulations. Supervisor Prof Richard Aynsley.

1979 – 1984

Progressive Enterprises, Auckland. Senior Architect for developments including shopping centres, warehouses, restaurants, commercial developments and office interiors.

Responsibility for design, documentation, site supervision and specialisation in fire requirements on the various projects.

1977 – 1979

Slater, Hodnett & Partners, London, Project Architect for two major Sports and Recreation Centres for Saudi Arabian Ministry for Youth in Dammam and Jeddah, Saudi Arabia.

Other projects included office buildings, retail shops and residential developments. Part an in-house team that achieved highly commended for a timber structure design concept which was then exhibited at the Royal Academy.

1967 – 1977

Penn Group Design, Auckland – Residential.

University of Auckland – studying for B.Arch.

McClean and Tonks, Auckland – residential, commercial.

Haughton & Mair, Wellington – Educational buildings.

Ministry of Works, Wellington – residential, institutional and governmental works as an architectural designer/draughter.

Insurance :

Professional Indemnity and General Liability Insurance currently with Vero Liability Insurance Ltd negotiated through Crombie Lockwood (NZ) Ltd Insurance Brokers, Moray Place, Dunedin.

Philip Ballard, 27th April 2016

CURRICULUM VITAE – Tobias Danielmeier

employment history

- 2015 - Academic Leader - Interiors, Principal Lecturer (permanent, full-time)
Otago Polytechnic. Te Kura Matatini ki Otago. Dunedin. New Zealand
- 2013 - 2016 Senior Lecturer (permanent, full-time)
Victoria University of Wellington. Wellington. New Zealand
- 2012 - 2015 School of Architecture Postgraduate Coordinator. Victoria University of Wellington.
- 2009 - 2012 Lecturer in Architecture (permanent, full-time)
Victoria University of Wellington. Wellington. New Zealand
- 2009 Design Studio Tutor
Victoria University of Wellington. Wellington. New Zealand
- 2009 Lecturer for Interior Design (part-time)
Otago Polytechnic. School of Design. Te Kura Matatini ki Otago. Dunedin. New Zealand
- 2009 Tutor at the Department of Design Studies and Tutor for Disability Information and
Support University of Otago. Dunedin. New Zealand
- 2004 - 2006 Research Fellow: SynFaP - Synergetische Fabrikplanung
University of Applied Sciences, Münster. Funded by Stiftung Deutsche Industrieforschung
(Government Organisation)
- 2004 - 2005 Work for Bolles+Wilson. Münster. Germany
- 2002 - 2005 Work for Reichardt Architekten. Essen. Germany
- 2001 - 2005 Tutor at the Department of Construction, Industrial Buildings and CAD. Prof. Jürgen
Reichardt. MSA I Münster School of Architecture. Münster. Germany
- 1999 - 2000 plan.werk Architekten. Münster Germany

tertiary education

- 2006 - PhD finalist
Topic: Winery Architecture – the Art, Science, and Business of Contemporary Wineries
Associate Professor Mick Abbott, Lincoln University;
Professor Tom Heneghan, Tokyo University of the Arts
- 2008 Certificate of Proficiency. *Wine Business*
University of Otago. Department of Tourism. New Zealand
- 2007 Glenn Murcutt Master Class
University of Sydney. Australia
- 2003 - 2005 Master of Arts [in Architecture] (Hons)
MSA . Münster School of Architecture, University of Applied Sciences Münster. Germany

- 2004 Julius Natterer Master Class
École Polytechnique Fédérale de Lausanne. Switzerland
- 2004 Certificate of Proficiency. *Environmental Psychology*
Wilhelms University. Münster. Germany
- 1999 - 2003 Bachelor of Arts [in Architecture] (Hons)
MSA . Münster School of Architecture, University of Applied Sciences. Münster Germany

research experience

- 2013 - 2014 Research project: *The Value of Winery Architecture for Wine Tourism Experiences and Regional Marketing*. Funded by Great Wine Capitals Research Grant
- 2013 Research project: *Locational Drivers, Functional Clusters and Shared Amenities*. New Zealand Government funded research by the Centre for Building Performance Research
- 2009 - 2011 Principal investigator and project coordinator (faculty advisor) of New Zealand's entry to the Solar Decathlon 2011. Victoria University of Wellington. New Zealand
- 2006 - PhD research - topic: Winery Architecture
Department of Design Studies. University of Otago. Dunedin. New Zealand
- 2005 - 2006 Project management of the research group SynFaP.
Synergetic Planning in Industrial Building Design. University of Applied Sciences. Münster. Germany
- 2004 - 2006 Research project: SynFaP - Synergetische Fabrikplanung
University of Applied Sciences. Münster and the Institute of Production Systems and Logistics. University of Hanover.
Funded by Stiftung Deutsche Industrieforschung (Government Organisation)
- 2005 Master Thesis: Katunayake Projekt - Infrastrukturentwicklung des Katunayake Distriktes.
Eine Ereignistypologie (Katunayake Project - Infrastructure Development of the Katunayake District). Münster School of Architecture. Germany

grants + research funding

- 2016 - 2017 Leaning Chair Design - MTA2 (NZD 5,000.00)
- 2014 - 2015 Clean Tech Centre Otaki (NZD 6,000.00)
- 2014 - 2015 Wingspan National Bird of Prey Centre (NZD 3,000.00)
- 2014 - 2015 Robinson Research Institute (NZD 6,000.00)
- 2014 Great Wine Capital International Research Grant (EUR 4.500,00)
- 2013 Ministry of Business, Innovation and Employment (NZD 30,000.00)
- 2013 Entyre NZ Ltd. (NZD 6,000.00)
- 2013 Wellington City Council (NZD 3,000.00)
- 2012 Victoria University of Wellington Faculty Funding (NZD 8.500,00)
- 2011 Solar Decathlon funding from external and internal funding sources (NZD 1,950,000.00)
- 2010 - 2011 U.S. Department of Energy / NREL (USD 100.000,00)
- 2010 Victoria University of Wellington Teaching Development Grant (\$5,000.00)
- 2006 - 2009 University of Otago Postgraduate Scholarship (NZD 60,000.00 + tuition fees)

teaching experience

2016	Course Coordinator for Applied Design Theory
2016	Course Coordinator for Design Lab 3
2016 -	Course Coordinator for Design Studio Major
2015 -	Course Coordinator for Interior Design Studio 2
2015	Course Coordinator for Interior Design Fundamentals 1
2015	Course Coordinator for Interior Design Studio 3
2015	Interior Design Studio 5
2014	Course Coordinator for Introduction to Sustainably Designed Environments. SARC 131
2013 - 2015	Course Coordinator for Sustainable and Regenerative Design. BILD & SARC 331
2010 - 2015	Stream Leader Architectural Design. ARCI591 & 592
2012 - 2013	Course Coordinator for Architectural Design. ARCH482
2011	Course Coordinator for Building Project Management Economics. BILD261
2010 - 2011	Course Coordinator for Solar Architecture papers. SARC282 Solar Decathlon . Preparation SARC383 Solar Decathlon . Detailing SARC386 Solar Decathlon . Construction
2010	Course Coordinator for Sustainable Engineering Systems Design. BILD 321
2009	Tutor for Architectural Design. 412 & 482
2009	Course Coordinator for Interior Design (3 rd year Design Studio)
2009	Tutor for Industrial Design Theory. DESI 213
2009	Tutor for Design Fundamentals. DESI 111
2009	Tutor for Disability Information & Support
2003 - 2005	Tutor for Architecture and Cultural Awareness 'Altes Wissen'.
2001 - 2005	Tutor for Industrial Building Design
2001 - 2005	Tutor for Construction

keynote lectures

Danielmeier T. (2013) *The First Light House Project*. Property Institute of New Zealand Conference. 11-12 July. Queenstown. New Zealand

Danielmeier T. (2010) *Mixed Messengers and Mixed Messages*. New Zealand Communication Association Conference 2010. Wellington. New Zealand

Danielmeier T. (2007) *Shades of Green* Green Building Conference and Workshop. University of Moratuwa. Institute of Technology. Faculty of Architecture. Sri Lanka. 2-9 April 2007.

Danielmeier T. (2005) *New German Architecture*. R.V. College of Engineering. Bangalore. India. 15 May 2005.

published works

Danielmeier T. (2016): Coffee Table Artefact in *Asymmetric Labors: The Economy of Architecture in Theory and Practice*. The Architecture Lobby. New York. United States of America

Danielmeier T. (2016) *Communicating sustainability values of wine producers*. Extended abstract BEST EN Think Tank XVI – Corporate Responsibility in Tourism – Standards Practices and Policies. 12-15 July. Berlin. Germany

Danielmeier T., Albrecht J (2015): Architecture and Future Food and Wine Experiences in *The Future of Food Tourism*. Eds. Yeoman I., McMahan-Beattie U., Albrecht J.N. Channel View

Danielmeier T. (2014): Winery Architecture: Creating a Sense of Place in *Wine and Identity – Branding, Heritage, Terroir*. Eds. Harvey M., White L., Frost W. P 213-229. Routledge



Danielmeier T. Kebbell S. Donn M., Browning A. (2013) *Locational Drivers, Functional Clusters and Shared Amenities*. Centre for Building Performance Research. Wellington. New Zealand

Danielmeier T.(2012): *Performance Architecture - Art and Science of Solar Architecture*. 2A Art & Architecture. No 19. P 22–25. Dubai. United Arab Emirates

Danielmeier T. (2012): *Affordability of Solar Architecture*. Solar Progress No 05/12. P34-36. Australian Solar Energy Society. Melbourne. Australia

Danielmeier T. (2011): *Strategie di mercato per 'architettura solare*. Involucri Solari. Alto Adige P 91-95. Munich. Germany

Danielmeier T. (2011): *Market Strategies for Solar Architecture*. 6th Energy Forum on Solar Skins Proceedings. P 91-95. Munich. Germany

Danielmeier T.(2011): *Communication Strategies for the Solar Decathlon 2011 - Lessons from the New Zealand entry First Light House*. Australian Solar Energy Society. French Forrest. Australia

Danielmeier T. (2011): *First Light, performance architecture and (a) room for imagination*. LANDS2040 Proceedings. Centre for Research in National Identity. University of Otago. New Zealand

Danielmeier T. (2011): *Affordable Net Zero Energy Buildings*. International Solar Energy Society. Solar World Congress 2011 Proceedings. ISES. Freiburg. Germany

Danielmeier T. Albrecht J. (2011): *First Light – A Reinterpretation of the New Zealand Bach*. Pacific News. Vol. 36. P 17-19. Göttingen. Germany

Danielmeier T. Drysdale D. (2011): *Environmental Performance of a Solar-Powered Kiwi Bach*. Poster Presentation at the 7th Australian Conference on Life Cycle Assessment: Revealing the Secrets of a Green Market. Melbourne. Australia

Danielmeier T. (2011): *The Architecture of Post-Consumerism*. Architecture in the Age of Empire / Architektur der neuen Weltordnung. P 520-527. Bauhaus-Universität Weimar. Germany

Danielmeier T. (2008): *The Winescape of New Zealand*. Pacific News. Vol. 29. P 11-13. Göttingen. Germany

Danielmeier T. (2008): *The Katunayake Project*. Triloka - Conference Proceedings. Münster. Moratuwa. Bangalore

Danielmeier T. (2008): *Think Locally - Act Globally*. Triloka - Conference Proceedings. Münster. Moratuwa. Bangalore

Danielmeier T. (2008): *Shades of Green* Triloka - Conference Proceedings. Münster. Moratuwa. Bangalore

Danielmeier T. (2006): *Der Dutch Canal - ein Wasserweg für Tourismus und Umwelt*. FHocus No 9. P 16-17. Münster. Germany

Danielmeier T. (2005): *Katunayake Projekt*. Master-Thesis. MSA Münster School of Architecture. Münster. Germany

Reichardt J., Elscher M., T. Danielmeier, Petrowitz R. (2005): *Systematische Fabrikplanung*. Deutsche Bau Zeitung, Licht & Architektur Technik. Vol. 3. 41-44. Gütersloh. Germany

Danielmeier, T. et al. (2004): *Vertical Composition*. Università IUAV di Venezia publication. P 7-8. Venice. Italy

Danielmeier, T. (2003): *Light & Architecture - Häuser für Inspirationen / Bibliotheken (Buildings for Inspirations / Libraries)*. Bachelor-Thesis. University of Applied Sciences. Münster. Germany

conference presentations

Danielmeier T. (2016) *Communicating sustainability values of wine producers*. BEST EN Think Tank XVI – Corporate Responsibility in Tourism – Standards Practices and Policies. 12-15 July. Berlin. Germany

Danielmeier T. (2016) *Total Taste: Designing Experiences*. International Food Design Conference and Studio. 29 June – 1 July. Dunedin. New Zealand

Danielmeier T. (2013) *Sustainable Energy Use for Wineries – The Case of Solar Architecture*. Poster Presentation at SIMEI – Sustainable Viticulture and Wine Production. 12-13 November. Milano. Italy

Danielmeier T. (2013) *Solar Energy and Winery Architecture*. 61st German Winegrower's Congress. 24-27 April. Stuttgart. Germany

Drysdale D., Danielmeier T., Nuttall E. (2012) *Greenhouse Gas Assessment of the First Light House*. 2nd New Zealand Life Cycle Assessment Conference. A Business Compass for Sustainable Development. Auckland. New Zealand

Danielmeier T. (2011) *Market Strategies for Solar Architecture*. 6th Energy Forum on Solar Building Skins. 5-7 December. Bressanone. Italy

Danielmeier T. (2011) *Communication Strategies for the Solar Decathlon 2011 - Lessons from the New Zealand entry First Light House*. 49th Annual Conference. Australian Solar Energy Society. 29 November- 3 December. Sydney. Australia

Danielmeier T. (2011) *First Light, performance architecture and (a) room for imagination*. Public Conservation Lands 2040 Research Symposium. 3-4 November. University of Otago. New Zealand

Danielmeier T., Drysdale D. (2011) *Environmental performance of a solar-powered kiwi bach: the first finalist from the Southern Hemisphere in the Solar Decathlon competition*. 7th Australian conference on life cycle assessment: life cycle assessment: revealing the secrets of a green market. 9-10 March 2011. Melbourne. Australia

Danielmeier T. (2011) *Affordable Net Zero Energy Buildings*. International Solar Energy Society. Solar World Congress 2011. Freiburg. Germany

Drysdale D., Danielmeier T., Nuttall E. (2011) *Environmental performance of a solar-powered kiwi bach: the first finalist from the Southern Hemisphere in the Solar Decathlon competition*. 7th Australian conference on life cycle assessment: life cycle assessment: revealing the secrets of a green market. 9-10 March 2011. Melbourne. Australia

Danielmeier T. (2011) *A New Class of Affordable Solar Housing – New Zealand's Entry to the Solar Decathlon 2011*. International Builders Show 2011. Orlando. United States of America

Danielmeier T. (2009) *The Architecture of Post-Consumerism*. International Bauhaus Colloquium. Architecture in the Age of Empire. Weimar. Germany. 1-5 April 2009.



Danielmeier T. (2007) *Katunayake Project*
Green Building Conference and Workshop. University of Moratuwa. Institute of Technology. Faculty of
Architecture. Sri Lanka. 2-9 April 2007.

invited guest lectures and research seminars

Danielmeier T. (2016): *Performativity of Space and Place*. Dunedin School of Art . Public Research Seminar.
05.05.2016. Dunedin. New Zealand

Danielmeier T., Albrecht J. (2014) *Architecture and Culinary Experiences*. Wellington on a Plate. 15.08. 2014
Wellington. New Zealand

Danielmeier T. (2010) *Neuseelands Beitrag zum Solar Decathlon 2011*. Münster School of Architecture.
Münster. Germany

Danielmeier T. (2009) *Wineries & Images* (for ARCH 441). Victoria University of Wellington. Faculty of
Architecture. New Zealand

Danielmeier T. (2008) *The Essence of Sense and Place*. University of Otago. Department of Design Studies.
Dunedin. New Zealand

Danielmeier T. (2008) *Oenetecture*. Design Research Symposium. University of Otago. Dunedin. New
Zealand

Danielmeier T. (2008) *Te Wero - Designing Connections*. University of Otago. Department of Design Studies.
New Zealand

Danielmeier T. (2006) *Architecture and Identity*. University of Otago. Department of Design Studies. New
Zealand

Danielmeier T. (2005) *GREEN Architecture*. University of Moratuwa. Institute of Technology. Faculty of
Architecture. Sri Lanka

Reichardt J. and Danielmeier T. (2005) *Form Follows Performance*. University of Hannover. Institute of
Production Systems and Logistics. Germany

Danielmeier T. (2004) *BOWWOW. limitations + poetics*. University of Applied Sciences Münster. Faculty of
Architecture. Germany

Danielmeier T. (2003) *CSH. California Modern*. University of Applied Sciences Münster. Faculty of
Architecture. Germany

architecture designs

Public Buildings

2013	LISI – Austria’s entry to the Solar Decathlon 2013. Vienna, Austria
2011	First Light House - New Zealand’s entry to the Solar Decathlon 2011. Wellington - New Zealand - Washington D.C. - United States of America
2006	MITC - Mission In The City. Auckland. New Zealand



2005	Annex Kunsthalle Bremen. Germany
2005	University Library Berlin. Germany
2005	New Digital Library Seoul. South Korea
2005	Natur und Kultur Villnöß. Switzerland
2004	Theatre and Office Building Kolizej - Ljubljana. Slovenia
2004	Grammar School. Melbourne. Australia
2004	Exhibition Centre in Nebra. Germany
2004	New Visitor Centre Hambach Castle. Germany
2003	Firestation 2. Münster. Germany

Commercial Buildings

2004	Wohn+Stadtbau II Housing Association. Münster. Germany
2004	Office Building Hansa - Invest Hamburg. Germany
2004	Ocean Beach Hotel. Perth. Australia
2004	Ferienhausanlage Sorpeseesee. Amecke. Germany
2003	Office Building LVM. Münster. Germany

Residential Buildings

2014	Modular Home. Te Horo. New Zealand
2005	WohnPark Coesfeld. Coesfeld. Germany
2005	Wohnen im Schönbergpark. Switzerland

Industrial Buildings

2005	LONDA Rothenkirchen. Germany
2004	INDU ELECTRIC. Germany
2003	Grüne Wiese Fabrik PTT. Hamburg Harburg. Germany
2003	R&D Centre Continental. Sibiu. Romania

projects + works

2015	Otago Polytechnic Conceptual Design for the Dunedin Main Campus. New Zealand
2009	Communication and Exhibition Design for the New Zealand Federation of Graduate Woman. New Zealand
2008	Corporate Design Work for the School of Pharmacy. University of Otago. New Zealand
2008	Exhibition Design for the New Zealand Federation of Graduate Woman. New Zealand
2007	Spatial Concept and Design <i>SOUTH BAR</i> . Dunedin. New Zealand
2006	Graphic Design for the New Zealand Historic Places Trust. New Zealand
2005	Urban Design. 1st concept Masterplan Eemcentrum Amersfoort. Netherlands
2003	Urban Design. 2nd concept Masterplan Eemcentrum Amersfoort. Netherlands
2003	Urban Design. Masterplan Talmalaan. Utrecht. Netherlands
2004	Office and Residential Architecture. Wohn+Stadtbau II. Münster. Germany

awards and prizes

2013	New Zealand Institute of Architecture Award. Category: International Architecture
2013	LISI, Solar Decathlon 2013 1 st Place Solar Decathlon 2013 1 st Place Communication Competition 1 st Place equal Energy Balance Competition 1 st Place equal Hot Water Competition 2 nd Place Market Appeal Competition 3 rd Place Engineering Competition

- 2011 Bright Idea Challenge Scholarship (\$3,000.00) funded by Grow Wellington. New Zealand
- 2011 1st Prize. Clever Wood Solutions. NZ Wood Timber Design Award. New Zealand
- 2011 Highly Commended, Residential Architectural Excellence. NZ Wood Timber Design Award. New Zealand
- 2011 Highly Commended, Sustainability Award. NZ Wood Timber Design Award. New Zealand
- 2011 First Light House. Solar Decathlon 2011
1st Place Engineering Competition
1st Place equal Energy Balance Competition
1st Place equal Hot Water Competition
2nd Place Architecture Competition
3rd Place Market Appeal Competition
3rd Place Solar Decathlon 2011
- 2011 Victoria University of Wellington Staff Excellence Award
- 2008 New Zealand Postgraduate Study Abroad Award.
Education New Zealand funded by the New Zealand Government (NZD 3,000.00)
- 2008 1st Prize *Centre for Recreation Research*. Communication Design Competition.
University of Otago. New Zealand
- 2007 Otago University Writing Competition. Travel Award: Good Faith Symposium. New Zealand
- 2005 1st Prize Architecture Competition: New Digital Library. Seoul, South Korea. In conjunction with the architecture firm Bolles+Wilson
- 2005 Design Award Visitor Centre in Nebra. Germany. In conjunction with the architecture firm Bolles+Wilson
- 2005 Special Design Award: WohnPark Coesfeld, Germany. In conjunction with the architecture firm Reichardt Architekten
- 2004 2nd Prize Architecture Competition: Ocean Beach Hotel. 2004. Perth. Australia. In conjunction with the architecture firm Bolles+Wilson
- 2004 1st Prize Architecture Competition: Masterplan Eemcentrum Amersfoort. Netherlands. In conjunction with the architecture firm Bolles+Wilson
- exhibitions**
- 2012 IN4MS Exhibition at Cobblestone Park. Wellington. New Zealand
- 2011 First Light House. Solar Decathlon 2011. Washington D.C. United States of America
- 2011 Affordable Solar Architecture. International Builders Show 2011. Orlando. United States of America

2011 Solar Houses - A New Zealand Case Study. National Education Association EXPO, McCormick Place Convention Centre, 30.06 – 05.07.2011. Chicago. United States of America

2004 Nomadisierende Zellen. Münster. Germany & Vienna. Austria

conference organisations

2005 International Architecture Symposium: Triloka. Münster School of Architecture. Germany

2004 Innovationen im Holzbau (Innovations in Timber Construction) University of Applied Sciences. Faculty of Architecture. Münster. Germany

2002 Symposium: Berlin and the Impacts of Transition. University of Applied Sciences. Faculty of Architecture. Münster. Germany

postgraduate supervision

ongoing Primary supervisor for 25+ Architecture, Interior Architecture and Landscape Architecture theses.

examinations

ongoing Internal and external examiner of (50+) postgraduate theses works

reviews for publishers

book proposal reviews for Routledge and Taylor & Francis
peer-review of journal article for Pacific News/Pacific Geographies

programme reviews

2010 - 2014 New Zealand Quality Authority / Institutes of Technology and Polytechnics appointed programme monitor for Otago Polytechnic's Design (Interiors) programme

professional development

2015 Introduction to Te tiriti o Waitangi, Treaty of Waitangi Workshop. Otago Polytechnic. Dunedin. New Zealand

2014 *Teaching Portfolio Workshop*. Centre for Academic Development. Victoria University of Wellington. New Zealand

2012 - 2015 Postgraduate Coordinator. Victoria University of Wellington, School of Architecture

2012 Diploma of Wine. MW Bob Campbell. Wellington. New Zealand

2011 *Creating the seven secrets of highly successful research students (for supervisors)* Hugh Kearns Workshop. Faculty of Graduate Research. Victoria University of Wellington. New Zealand

2011 *Turbocharge your writing*. Hugh Kearns Workshop. Faculty of Graduate Research. Victoria University of Wellington. New Zealand

2010 *New Researchers' Grant Workshop*. Research Office. Victoria University of Wellington. New Zealand

2010 *Postgraduate Supervision Workshop*. Faculty of Graduate Research. Victoria University of Wellington. New Zealand

2008 *Facilitating Small Groups: A Workshop for Tutors and Demonstrators*. Higher Educational Development Centre. University of Otago. New Zealand

2008 *Teaching One-to-One: A Workshop for Tutors and Demonstrators*. Higher Educational Development Centre. University of Otago. New Zealand

2007 *Introduction to Tutoring & Demonstrating at the University of Otago*. Higher Educational Development Centre. University of Otago. New Zealand



professional memberships

NZIA	Academic Member of the New Zealand Institute of Architects
BdB	Member of Bund deutscher Baumeister
BDO	Member of Bund Deutscher Oenologen
ISES	Member of the International Society for Solar Energy
NERI	Member of the National Energy Research Institute
DfC	Committee Member of the Design for Conservation Network

CURRICULUM VITAE – Colleen Fay

CURRENT POSITION

Lecturer in Bachelor of Design [Interiors], Otago Polytechnic, Post Graduate Supervisor Dunedin School of Art.

EDUCATIONAL/PROFESSIONAL QUALIFICATIONS

2015 - Graduate Certificate in Tertiary Learning and Teaching (Level 7)

2011 - Master of Fine Arts, Otago Polytechnic, Dunedin School of Art

2005 - Bachelor of Fine Arts, Otago Polytechnic, Dunedin School of Art

RELEVANT WORK/TEACHING EXPERIENCE

2008 - *current* Lecturer in Interior Design Studio level 5& 7.

Lecturer and coordinator in Design Culture and Context (Design History and Theory) Level 5-7.

Lecturer in Interdisciplinary Studio and Exhibition Papers level 6 and level 7

2008 Researcher for *The Aotearoa Digital Arts (ADA) Reader*, ed. Brennan and Ballard

2006-2008 Part-time Lecturer in Jewellery and Metalsmithing, Otago Polytechnic, Dunedin School of Art

RESEARCH AND PROFESSIONAL DEVELOPMENT

2015 Published article *Junctures*, *The Journal for Thematic Dialogue*, 16:light, December 2013-15

2015 Art and Design symposium. Dunedin School of Art. October 16-17

2012 After the Treaty, What Then?, Wānaka course, Certificate in Mata ā Ao Māori.

2010 Introduction to Te tiriti o Waitangi, Treaty of Waitangi Workshop

2009 ANZAAE conference workshop. *Jewellery is Dead?*

2008 co-authored essay with Andrew Last. *Scope: Contemporary Research Topics (Art & Design)* Art:3.

CURRICULUM VITAE - Chris Fersterer

Current position

Senior Lecturer, School of Design (interiors & Product). Courses include - Documentation Studio 1 (CAD & manual draughting & freehand drawing), Documentation Studio 2 (Cad & manual draughting, concept presentation, detailing and light timber construction) Design Lab 1 (furniture design), Design Lab 3 (sustainability design & light commercial design), Rapid prototyping (computer aided prototyping using 3D printing, laser cutting and cnc machining) and interdisciplinary electives (including foundation module & slip cast ceramics).

Qualifications

- 2015 Masters of Design. University of Otago.
Thesis title - Architectural Design and the Development of Place Attachment & Identity.
- 2014 Graduate Certificate in tertiary Learning and Teaching (level 7)
- 2008 Post Graduate Diploma in Consumer & Applied Science (Dist.)
University of Otago.
- 2002 Diploma in Architectural Draughting. Otago Polytechnic
- 1992 Diploma in Ceramic Arts. Otago Polytechnic
- 1979 Ceramics Certificate. Otago Polytechnic

Teaching Experience

- 2015 - 2016 Senior lecturer, Bachelor of Design (interiors), School of Design, Otago Polytechnic.
- 2010 – 2015 Full-time lecturer and academic leader for Bachelor of Design (interiors), School of Design, Otago Polytechnic.
- 2006 – 2010 0.8 lecturer at the School of Design, Otago Polytechnic.
- 1984 – 1999 Part-time Ceramics Lecturer at the School of Art, Otago Polytechnic.

Work Experience (General)

- 2005 -2006 Technician for Product Design, School of Design, Otago Polytechnic.
- 2002 – 2005 Architectural Designer and contract draughtsman.
- 1984 – 1999 Part-time self employed potter, Dunedin
- 1980 – 1983 Self employed Potter, Tukurua Pottery, Golden Bay New Zealand.
- 1977 -1979 Self employed Potter/Understudy for Greg Barron – potter, Onekaka, Golden Bay

Conference Contributions

2014 Co Authored conference paper.

A student project development for multidisciplinary programs at Otago Polytechnic. *Finnie, D., Fersterer, C., Qi, Z.T., Terpstra, C.*
Australasian association for engineering Education. Wellington, New Zealand

2011 Full conference Paper

Phenomenology Function. *Fersterer, C.*
First International Art Symposium. Gazi University. Ankara, Turkey

2011 Full conference Paper

The Role of Place Attachment in Fostering Sustainability Ethics: New Zealand Perspective. *Fersterer, C.*
The Tao of Sustainability, An International Conference on Sustainable Design Strategies in a Globalization Context. Academy of Arts and Design. Tsinghua University, Beijing, China

2010 Conference Poster

Vista. *Fersterer, C.* Interior Wor(l)ds. Politecnico Di Milano, Italy

2009 Conference Presentation

BatchBOX – A Platform for Cultural Regeneration. *Fersterer, C.*
The Interdisciplinary Design Institute 4th Annual Design Research Conference.
Washington State University. Spokane, Washington, USA

1988 Conference Booklet

Facing the Fire. *Fersterer, C.*
ClayANZ ceramic symposium, Otago Polytechnic, New Zealand.

1988 workshop

Ceramic decorating and firing techniques for schools.
ClayANZ ceramic symposium, Otago Polytechnic, New Zealand.

Professional development

2011 BRANZ PrefabNZ Green Event

2011 After the Treaty Workshop, Otago Polytechnic

2010 Intro Te Tiriti Waitangi, Otago Polytechnic

Prizes & Awards

2002 Wales Mandeno award

2014 Otago Polytechnic excellence in Sustainable practice for embedding sustainability in teaching practice.

CURRICULUM VITAE - David Finnie

Education

2015 – Master's Degree in Construction (Law) - Massey University
2015 – Attended Society of Construction Law's annual conference, August 2015 Christchurch
2014 - Participant in the Otago Chamber of Commerce Leadership Academy
2013 - Bachelor Construction (Quantity Surveying) – Massey University (with straight A's)
2013 - Graduate Certificate in Tertiary Learning and Teaching – Otago Polytechnic
2009 - National Diploma, Quantity Surveying

Research

Field

My field of research has been in construction law and management. I am particularly interested in improving standard forms of construction contracts and construction legislation and improving overall productivity within the sector.

Publications

Finnie, D. & Ameer Ali, N. (2015.). The New Zealand construction contracts amendment act 2015 - For Better or Worse?. *Journal of Construction Economics and Building*, 15(4) 95-105.

Finnie, D. (2015, April). What's it really worth? *New Zealand Construction News*.

Finnie, D., Fersterer, C., Terpstra, C., & Qi, T. (2014, December). A student project development for multidisciplinary programs at Otago Polytechnic. Paper presented at the AAENZ National Conference, Wellington, New Zealand.

Finnie, D. (2014). Effective Planning to Improve Productivity and Reduce Rework. (Aug/Sept). *New Zealand Construction News*, 10(3).

Finnie, D. (2013). Lump sum contracts: what are the risks?. *New Zealand Construction News*, 9(1).

Finnie, D. (2013). Comparison of time adjustment clauses between DZ3910, AS4000 and STCC, *Australasian Journal of Construction Economics and Building*, 13(1). Available from:
<https://epress.lib.uts.edu.au/journals/index.php/AJCEB/article/view/3071>

Finnie, D. (2013). Creating effective construction teams. *New Zealand Construction News*, 8(6).

Finnie, D. (2013). How do we manage project leadership and team motivation?. *New Zealand Construction News*, 7(6), p28.

Finnie, D. (2012). Contract delay what is it and how are we performing?. *Australasian Journal of Construction Economics and Building*, 12(1). Available from:
<https://epress.lib.uts.edu.au/journals/index.php/AJCEB/article/view/2474>

Membership in Professional Bodies

Member of the New Zealand Institute of Quantity Surveyors (MNZIQS)
Member of the New Zealand Institute of Builders (MNZIOB)
Member of the Society of Construction Law NZ



Member in the Otago Chapter of the Project Management Institute
Licensed Building Practitioner –Site Level 2 and Carpentry

Experience

2009 – Current:

Lecturer Built Environment Programme, Otago Polytechnic
Teaching courses across level 6 diplomas in Quantity Surveying and Construction Management

2013 – 2014:

18th month roll as Learning Leader Built Environment Programme, Otago Polytechnic

November 2012 – January 2013:

Part-time measuring and estimating work for Naylor Love Construction

2003 – 2010:

Contracts Manager, Naylor Love Ltd, Dunedin

- Project management and administration \$0- 9 million
- Preparing tenderers and budgets

WorldSkills (voluntary)

WorldSkills - Carpentry National Skill Expert & Otago Regional Facilitator

Part-time Lecturer, Otago Polytechnic

Supervision of “Carpentry For Free” classes

2000-2003:

Carpenter, Naylor Love Ltd, Dunedin

Light – large commercial construction

1995-2000:

Team Leader, Mosgiel Woollen Mill, Mosgiel

- Managing resources of Dept., people and plant
- Production prioritisation
- Training new recruits

Achievements

2015 Nominated for Excellent Teacher Award, student nomination

2013 Awarded the NZIOB's Northern Chapter Annual Award for Best Academic Performance in third year Construction Management degree studies at Massey University
Completed Big Easy Mountain Marathon 7th place Masters Men's

2003 Mayor's Special Award – Dunedin Industry Training Awards

2002 WorldSkills Carpentry National 2nd Place

2000 WorldSkills Carpentry National finalist
John Edmund Centennial Scholarship Fund recipient
Valentine Scholarship recipient

CURRICULUM VITAE - Bill Morrison

Current Position

Senior Lecturer, Built Environment Section. School of Architecture, Building and Engineering, Otago Polytechnic.

Educational and Professional Qualifications

2007 Nat. Diploma in Adult Ed and Training (Level 5), Otago Polytechnic
1993 Registered Architect in New Zealand (NZIA / AERB)
1992 Bachelor of Architecture Degree (Honours), Auckland University
1988 New Zealand Certificate in Architectural Draughting, Otago Polytechnic

Relevant Work/Teaching Experience

1994 – current. Academic Staff Member, Otago Polytechnic
1991 – 1994 Harrison Gillies Architects, Dunedin. Design, Documentation, Contract Admin.
1988 – 1991 Arrow International, Dunedin. Design, Documentation, Contract Admin.
1985 – 1987 Profile Buildings, Dunedin. Sales, Draughting, Contract Admin.
1982 – 1985 Fletcher Placemakers, Dunedin. Sales, Technical, Merchandising.
1977 – 1981 Fletcher Development and Construction, Dunedin. Apprentice Carpenter .

Prizes, Awards & Scholarships

1995 Masters Builders House Refurbishment Prize Robinson House
1991 Passive Solar Design Senior Prize, University of Auckland

Professional Memberships & Activities

2014 – present Retired Architect, NZ Institute of Architects
1993 – 2014 Registered Architect Member, NZ Institute of Architects
2000 – 2005, 2016- NZIA Southern Branch Committee
1993 Registered Architect's Board, Certificate of Registration

Professional Development

2005 – present. Numerous BRANZ seminars
1991 - present. Yearly NZIA National Conferences
1991 - present. Numerous, NZIA Seminars

Professional Development – Overseas Architectural Study Trips

2016 USA, New Caledonia, Australia
2015 China, Germany, Czech Republic, Italy, Spain, USA, Hawaii, Australia
2014 China, Germany, Spain, Portugal, France, England, USA, Canada, Australia
2013 China, Thailand, Germany, Italy, USA, Canada, Australia
2012 China, Germany, Scotland, Ireland, USA, Tonga, Australia
2011 Malaysia, Taiwan, Singapore, India, Turkey, UAE, Australia
2010 China, Japan, Australia
2009 China, England, Holland, Germany, Austria, Hungary, Romania, Bulgaria, Greece, Turkey, Italy, Switzerland, France, Spain, Japan, Australia
2005 Rarotonga, Australia
2004 Singapore, France, Egypt, Greece, UAE, Turkey
2003 Singapore, Hong Kong
1996 Fiji
1995 Malaysia, Thailand, Singapore
1994 Singapore, England, Spain, France, Italy, Germany, Holland, Hong Kong

CURRICULUM VITAE - Peter Albert van der Loo

ACADEMIC AND PROFESSIONAL QUALIFICATIONS

2001 – Lincoln University – Graduated with Master of Property Studies degree. This degree encompassed Property Investment Analysis, Property Market Analysis, Property and Project Development, Evaluation of Market Traded Securities, Property Management and Property Portfolio Analysis and Management. Completed thesis on the application by Local Authorities of the Building Act and Building Code.

1978 – New Zealand Institute of Quantity Surveyors – Professional examinations attaining ANZIQS (Associate of New Zealand Institute of Quantity Surveyors)

1978 – New Zealand Quantity Surveyors Registration Board – Professional examinations attaining Registration under the Quantity Surveyors Registration Act (Act now repealed)

1975 – Otago Polytechnic – New Zealand Certificate in Quantity Surveying (NZCQS)

1970 – St Paul's High School – Higher School Certificate

1969 – St Paul's High School – University Entrance

1968 – St Paul's High School – School Certificate

CAREER DETAILS

February 2013 – commenced as full-time lecturer Otago Polytechnic lecturing Measurement, Estimating, Cost Planning, Administration of Contracts and Quality Assurance. Runs part-time QS practice

December 2010 – Commenced on site at Dunedin City Council Tahuna Waste Water Plant Stage 2 extension, contract value \$32m. Employed on contract by UGL Infrastructure Ltd as Project Quantity Surveyor. Work includes progress claims to DCC, processing DCC variations, managing sub-contract payments and claims, liaison with consultants and UGL supervisors. Work due for completion late 2012.

March 1998 – Commenced quantity surveying and project management consultancy practice called PA & JI van der Loo Ltd. Have been project manager on two larger projects and quantity surveyor on a number of medium size projects. Completed numerous estimates. Produced school 10 year property plans which involves assessing remedial works and costs.

Designs Access databases for various purposes and property asset management

Consults to Architects and designers preparing estimates and quantities for new and alteration works.

Works for sub-contractors and suppliers preparing quantities.

Works for designers and contractors completing post contract administration work.

Commenced 2001 as part-time lecturer at Otago Polytechnic lecturing Year 1 and 2 quantity surveying students and Year 3 architectural draughting students taking tendering, quantity surveying, estimating and contract administration subjects.

February 1998 – Resigned from Rawlinson & Co Ltd. due to significant downturn in workload in Dunedin.



1993 – 1998 – Dunedin office manager for Rawlinson & Co Ltd.

With the changing role of quantity surveyors in the construction industry significant diversification has taken place and during this time also acted as Project Manager for projects involving co-ordination of Consultants, Contractors and Clients.

1989 – 1993 – Otago/Southland Councillor for the New Zealand Institute of Quantity Surveyors.

1985 – 1993 – Director of Rawlinson & Co (South) Ltd.

Responsible for employment of quantity surveying staff, training and management of staff. Supervised production of Schedules of Quantities, negotiation of building contracts and their supervision.

General running of office including accounting, budgeting, forecasting cash flows, Government returns and salaries and reporting to Directors meetings.

Procurement of work involving writing detailed submissions.

Closely involved with many of the larger building Contracts in Otago and Southland, including schools, hospital and University work, examples being the new Oncology Building at Dunedin Hospital, the new Secure and Acute building at Wakari Hospital (including other departments relocated from Cherry Farm), Otago University Lecture Theatres, Kavanagh College and John McGlashan school redevelopments.

Extensive estimating, budgeting, financial accounting and reporting to Clients.

1982 – 1985 – Associate partner of Rawlinson Douglas Dickinson

1978- 1982 – Surveyor in charge of post-contract servicing for Hallam – Eames and Partners.

Was closely involved with new Cromwell township, ancillary buildings associated with the Clyde dam project, the Dunedin Hospital Ward Block, the Cumberland Street Overbridge, University of Otago building projects and other commercial and educational projects.

1975 – 1978 – Intermediate Quantity Surveyor for Hallam – Eames and Partners

1971 – 1975 – Cadet Quantity Surveyor for Hallam – Eames and Perry.

CURRICULUM VITAE - Gavin Paul O'Brien

Qualifications

MAppSc (Distinction) University of Otago 2012

B Arch University of Auckland 1982

DIP FAA Otago Polytechnic 1978

Employment History

1996 -2012

Senior Teaching Fellow, Design Studies Department (now Department of Applied Sciences), University of Otago. This work included roles as course co-ordinator in a wide variety of undergraduate papers with rolls ranging between 20 students to over 250 students. The largest of these papers were two first year papers covering design fundamentals and design history, each of which had peaked with rolls of between 220 – 280 students. Course co-ordination covered complete course content, delivery and grading. During this time I also supervised a wide variety of individual projects by third year students and from 2007 was responsible for supervising the work of a number of postgraduate students.

1992 – 1996

Lecturer (P/T) Design Studies Department (now Department of Applied Sciences), University of Otago. This work was closely similar to work outlined above, but on a fixed term part-time contract.

1986 -1992

Graduate architect in various architectural offices in New Zealand and Australia. This period also includes a wide variety of private work in design and architecture. Projects worked on included publicly funded works such as schools, a police station, and the Dunedin Public Art Gallery, private residences and commercial contracts.

Prior to 1986

Various employment in New Zealand and Australia in fields including set design and construction, plastics fabrication, stencil cutting, screen printing, assembly work, building and painting, bar work and labouring jobs.

Refereed Conference Proceedings

Close Encounters of the European Kind: Captain James Cook and the Arrival of Design in New Zealand
Conference Contribution - Full Conference Paper:

Design History Society Annual Conference
National Institute of Design, Ahmedabad, India Ahmedabad 2013

Restraining Myths: the case for number 8 wire in Design History.
Proceedings of the 6th International Conference of Design History and Design Studies.
Osaka University Communication Design Centre. Osaka 2008

The Hayes Permanent Wire Strainer: its origins and its evolution.
Design and Evolution. Faculty of Industrial Design Engineering, Delft University of Technology.
Delft 2006
ISSN/ISBN: 9789051550320

Straining history; tension at the borders.
Conference Contribution - Full Conference Paper:
Double blind peer reviewed paper from conference proceedings.
ISBN : 9515581850
http://www.cumulusassociation.org/index.php?option=com_docman&task=doc_view&gid=6



Patents

Container; US patent # D495138

August 31 2004

D495138

<http://www.google.com/patents/USD495138?printsec=drawing&dq=gavin+o%27brien&ei=wksXUaTrMdCgkgWEvIHgCA#v=onepage&q=gavin%20o'brien&f=false>

Publications

Master thesis: Straining History Ernest Hayes: Pioneer Industrial Designer

<http://otago.ourarchive.ac.nz/handle/10523/2481>

Others

Designer Games: Jane Daniel's hostess uniforms for the 1974 Commonwealth Games

Contexts of Fashion: Materiality and the Body

Annual symposium of the Costume and Textile Association of New Zealand

Contribution - Full Paper

Otago Museum, April 2015

'Democratising Design: Towards a Polyphonic History.

Looking Back, Moving Forward. The Past and Future of Oral History in

Aotearoa /New Zealand

National Oral History Association of New Zealand annual conference.

National Library, Wellington New Zealand 2007

Sound Design: Sound History' co presented with Noel Waite as invited speakers at 'Sounding Culture' colloquium, Otago Museum, August 5, 2005.

Presentation of mentored student work to NOHANZ (National Oral History Association of New Zealand) seminar at Dunedin Public Art Gallery, July 2001.

Other Creative Works

'Spiral Binding' a work submitted in 'The Art of the Book' exhibition at Dunedin Public Art Gallery reviewed p34, Otago Daily Times, 22/09/05.

Selected exhibitor in Dunedin Fringe Festival Chindogu exhibitions of 2007 and 2008

Selected exhibitor Cleveland Art Awards 2001 and 2004

Selected exhibitor, Designboom Mart, Powerhouse Museum, Sydney August 2008

Awards

Joint winner with Paul Le Compte of DCC 'Dunedin Your Way' competition 2001 for proposal of Peninsula boardwalk

Cleveland Art Awards 2001

Art on the hour', Highly Commended

Registered Master Builders New Zealand Awards 2002

Regional award winner for interiors and energy efficiency

Schaap House, Gisborne 2002

Peer esteem

Guest lecture, 'The Fifties' Design Department, Otago Polytechnic, 2009 - 2010

Invited judge for the Otago branch of Architectural Designers New Zealand awards 2008 and 2009

Organiser and exhibitor, Dunedin Fringe Festival 'Chindogu' exhibition, March 2009.

Organiser and exhibitor, Dunedin Fringe Festival 'Chindogu' exhibition, March 2008

Guest lecture, 'Food Packaging', Department of Food Science, University of Otago, 2006 - 2010 inc.

Guest lecture, 'Urban Design; the Dunedin context' Department of Geography, University of Otago, 2006 - 2010

Judge in Dyson Australia student Design Awards 2006 -2009

External assessor for the work of final year photography students at Otago Polytechnic over the years 2001 - 2003 inclusive.



Media commentaries and publications

Architectural Watershed, The Mix, Allied Press, Dunedin, October 2014

Woody you believe it, The Mix, Allied Press, Dunedin, November 2014

Fusion of Art and design, The Mix, Allied Press, Dunedin, February 2015

Such simple complexity, The Mix, Allied Press, Dunedin, March 2015

Designer Games, The Mix, Allied Press, Dunedin, April 2015

'Going Going Gone'

Interviewed for a one page feature article on new technology, Otago Daily Times, October 10 2009. P51
'Hot off the Wire'.

Setting the record straight on the origins of The Hayes Permanent Wire Strainer.
Heritage New Zealand, Winter 2008 pp8 - 11

Interviewed by Jim Sullivan on Radio New Zealand re Hayes wire strainer. 2006
'Intrigued by the Unusual.'

Featured half page of work in 'Inside Out' page 17 of Otago Daily Times
June 28 2002

Public presentations

Opening address, Chindogu exhibition Dunedin Fringe Festival, Otago Settlers Museum 2010

Opening speaker, Pecha Kucha evening, Dunedin Public Art Gallery, March 29, 2009

'Straining History, the work of Ernest Hayes', Hayes Engineering, Otarehua February 2007

'New Zealand and Design: No.8 wire or #1 in the world?,' Designer Saturday, Dunedin Public Library, 15
November 2007

Floor Talk; 'Reclaimed Exhibition' Dunedin Public Art Gallery, April 2002

Exhibition

Swimmingly Cool Moana Pool

Exhibition celebrating Moana Pool's 50th birthday.

November 2014 – current

<https://www.facebook.com/moanapoolnz>

CURRICULUM VITAE - David Wade

Current Position

Senior lecturer, Architectural Draughting, Built Environment; Structural Draughting, New Zealand Diploma Civil Engineering / Bachelor of Engineering (Civil), Otago Polytechnic.

Educational and Professional Qualifications

1991 New Zealand Certificate Draughting (Architectural), Otago Polytechnic
2004 Bachelor of Information Technology, Otago Polytechnic
2007 National Diploma Adult Education and Training, Otago Polytechnic

Relevant Work/Teaching Experience

2005-current OP, Lecturer Architectural Draughting, Civil Engineering
2011-2013 OP, Co-Programme Manager, Architectural Draughting, Quantity Surveying & Construction Management.
1994-2005 OP, Part-time CAD lecturer

Work Experience

1994-2001 Draughtsperson Salmond Anderson Heath Ltd
1989-1994 Draughtsperson University of Otago Property Services

Professional & Scholarly Activities

2001-2004 Student, Bachelor of Information Technology, Otago Polytechnic
1998-1989 Student, New Zealand Certificate Draughting (Arch)

Prizes, Awards & Scholarships

1989 OP, Advanced Certificate in Construction Studies (Merit)
2003 Warehouse Stationery Study Scholarship
2004 NACCQ Software Award
2004 IPTNZ Microsoft Award for Technology in Education Software
2004 OP, Top Graduating Student, BInfoTech
2004 ITP New Zealand Student Excellence Award

Professional Development

2001-2004 OP *Bachelor of Information Technology*
2004 BRANZ seminar *Building Weathertightness*
2005 BRANZ seminar *Plumbed Out*
2005 Autodesk *ATC Business Conference*
2006 BRANZ seminar *Profiled Metal Cladding*
2006 BRANZ seminar *Building Blocks*
2006 BRANZ seminar *Weathertightness – Beyond E2/AS1*
2006 Standards NZ seminar *PNZS3604:1999 Timber Framed Building*
2007 OP *National Diploma in Adult Education and Training*
2008 BRANZ seminar *Window & Flooring Selection*
2008 BRANZ seminar *Passive Design*
2009 BRANZ seminar *Compliance Paths*
2009 BRANZ seminar *Water Efficiency*
2009 BRANZ seminar *H1 Energy Efficiency*
2010 BRANZ seminar *Weathertightness*
2010 OP *Introduction to Te Tiriti o Waitangi*
2011 BRANZ seminar *Domestic Sprinkler Design*
2011 BRANZ seminar *NZS3604:2011 Timber Framed Buildings*
2012 BRANZ seminar *Residential Retrofit & Renovation*
2012 BRANZ seminar *Internal Moisture*
2012 BRANZ seminar *Learnings from the Canterbury Earthquakes*
2013 BRANZ seminar *BRANZ Science Roadshow*

2013 BRANZ seminar *Passive Design*
2013 BRANZ seminar *Building Seismic Resilience*



Appendix 8: MOU with Programme/Qualification Owner



CONFIDENTIAL

Ara Institute of Canterbury

and

Otago Polytechnic

MEMORANDUM OF AGREEMENT

May 2016



PARTIES TO THE CONTRACT

THIS AGREEMENT made the twenty sixth day of May 2016

BETWEEN **Ara Institute of Canterbury** hereinafter with its successor and assigns referred to as Ara of the first part

ADDRESS: PO Box 540
Christchurch 8140

CONTACT PERSON: Kay Giles

PHONE: 03 940 8015

EMAIL: kay.giles@ara.ac.nz

AND **Otago Polytechnic** hereinafter with its successor and assigns referred to as OP of the second part

ADDRESS: Forth Street, Dunedin
Private Bag 1910
New Zealand 9054

CONTACT Phil Ker

PHONE: 021 448 259

EMAIL: phil.ker@op.ac.nz

SIGNED for and on behalf of
Ara

Kay Giles
Chief Executive:

Signature: Kay Giles

SIGNED for and on behalf of
OP

Phil Ker *Rev* Sue Thompson
Chief Executive *Director: Quality*

Signature: Sue Thompson
10.6.2016

BACKGROUND

Ara has developed programme documentation for:

Bachelor of Architectural Studies

(Hereinafter referred to as "the Programme") leading to the: Bachelor of Architectural Studies (hereafter referred to as the qualification)

- A. Ara has obtained NZQA approval for the programme leading to the qualification.
- B. Ara and OP are both members of the Tertiary Accord of New Zealand (TANZ) which provides a framework for collaboration between member institutions.
- C. Ara has agreed that OP may utilise the programme documentation subject to the terms and conditions of this Agreement.

IT IS AGREED:

1. Programme Documents

- 1.1. Ara will provide the Programme approval documentation to OP as set out in Clause 3 of this agreement.

2. Fees

- 2.1. Programme approval documentation is provided at the fee as agreed by both parties

Refer to Schedule of Charges in Schedule One.

3. Provision of Material

- 3.1. Ara shall provide OP with a copy of the Programme approval documentation as set out in Schedule One for

Bachelor of Architectural Studies

4. Acknowledgments

- 4.1. OP acknowledges that it will need to seek approval and accreditation from NZQA for provision of the Programme.
- 4.2. Ara acknowledges that, subject to successful approval and accreditation to deliver the Programme, OP will award the qualification under its own accreditation.
- 4.3. OP retains the right to charge its own student fees for the Programme.

5. Limitations

- 5.1. OP agrees not to deliver the Programme within the defined area of Ara Institute of Canterbury's provision now or in the future.
- 5.2. OP agrees not to on-sell or license the Programme to a third party.

6. Warranty

Ara warrants that:

- 6.1. It has not breached the intellectual property rights of any third party with respect to the Programme, the learning and teaching delivery resources or any parts thereof.
- 6.2. The programme has NZQA and TEC funding approval where appropriate.

7. Terms of Agreement

- 7.1. This agreement is effective from **26 May 2016 until further notice** to align with the review of the qualification.

8. Dispute Resolution

- 8.1. If any dispute or difference shall arise between the Parties or any of them with respect to this Agreement the Parties to this dispute shall use their best endeavours using the mechanisms provided for within TANZ to resolve such dispute.

9. Confidentiality

- 9.1. The terms of this Agreement and the attached Schedule shall be kept confidential between the Parties unless its disclosure is approved by the Parties, or where necessary to comply with the terms of this Agreement. These obligations of confidentiality shall survive the termination of this Agreement.

10. No Partnership

- 10.1. Nothing contained in this Agreement shall be deemed or constructed to constitute the Parties as partners, agents or representatives of the other Party.

11. Waiver

- 11.1. For any waiver to be effective against a Party it must be in writing and signed by or on behalf of that Party. No exercise or failure to exercise or delay in exercising any right or remedy will constitute a waiver by a Party of that or any other right or remedy available to it.

12. Amendments

- 12.1. Any amendments to this Agreement must be in writing and signed by or on behalf of both Parties.

13. Entire Agreement

13.1. This Agreement contains all of the terms, representations and warranties made between the Parties and supersedes all prior discussions and agreements covering the subject matter of this Agreement.

SCHEDULE ONE

Bachelor of Architectural Studies

SCHEDULE OF CHARGES

Resources	Charges
Fee for Programme document	Fee \$10,000
Learning and teaching delivery resources	Not provided

Appendix 9: Evidence of Internal and External Support

Evidence of Academic Board Approval

Following Quality and Approval's electronic meeting, QAC recommended to Academic Board approval of this Capability Document and Accreditation Application (QAC15/16). This was approved at Academic Board on Monday 29 August 2016 (A77/16).

Recommendation 1: That Quality and Approvals committee recommends to Academic Board the approval of the application for accreditation to use ARA's programme of Study for OT5075 Bachelor of Architectural Studies.

Moved: Sue Thompson, Seconded: Sally Pairman

* Qualification code of OT5075 to be corrected to ARA's qualification code of CH3900

Industry Consultation: Letter that went out to industry:

Proposed Bachelor of Architectural Studies Degree (BAS)

Preamble

by Bill Morrison, NZCD, B.Arch (Hons) currently Teaching on the National Diploma in Architectural Technology

Otago Polytechnic has been offering a Diploma in Architectural Drafting (or equivalent qualifications) for nearly 50 years. It is and has been a very successful programme producing Architectural Technicians, working in many and varied architectural and other practices throughout New Zealand. The programme also developed into a stepping stone into architecture degrees at other institutions.

Over the last 25 years Otago Polytechnic offered a three-year Diploma, which is very rare as most Diplomas now only allow for two years of study. This has allowed us to spend a year each on Residential, Light Commercial and Multi-Storeyed constructions. The 3rd year is perceived as particularly useful as that is traditionally where our students mature personally and develop an advanced understanding as technical graduates.

Recently there have been a couple of new developments. Firstly, the Government has undertaken a review of all tertiary programmes in New Zealand and the decision has been made to phase out 3rd year Diplomas. These existing qualifications are in the process of being reformatted into a two-year qualification only. Obviously this allows less time to facilitate learning. Secondly, we have noticed a shift with our intakes of students from secondary schools. Previously Technical Drawing was delivered at schools so students had already initial exposure to technical professions. Now secondary school students study "Graphics", which is a combination of different design related subjects. As a result of this shift in focus, many students developed the expectation to "design" buildings instead of purely focusing on technical drawing skills.

Approximate calculations show that there are about 1300 students in New Zealand studying architecture degree courses and only about 350 (across 7 polytechnics and 150 students in Auckland) studying the technicians qualifications that we currently offer, reflecting a significant shift away from technical qualifications to more design based ones. Over the years, the current

qualification offering of the Diploma in Architectural Drafting led to a drop in student numbers questioning the viability of the qualification. While we fully appreciate industry needs, we also need to accommodate student's freedom of choice.

The current structure for formal Architecture degree tuition is a three-year Bachelor of Architectural Studies and a two-year Master of Architecture (professional) programme. Subsequently, individuals are eligible to gain practice experience in recognised offices before they can apply for board registration. As a result of the outlined developments, Otago Polytechnic has decided to offer a Bachelor of Architectural Studies (BAS) degree. Among other benefits, students can leave with some design and some technical skills which you can use and go directly to industry, or they can continue with Master studies directly, or at a later date.

The Otago Polytechnic works within an association with some other NZ Polytechnics where we have the opportunity to share information and resources. As such we are able to adopt CPIT's (Christchurch Polytechnic Institute of Technology, or its new name ARA) existing BAS programme. Their programme has been successfully running for 10 years now and they have an association with Unitec in Auckland for their graduates to go on and study further towards a Master's Degree if desired.

Adaptation of an established degree programme has institutional benefits and limitations. Among the advantages are expedient and cost effective programme development. It also provides insights into a feedback from programme monitors and industry. Limitations include the inability to make changes to the accredited and approved programme document and inclusion of local industry feedback.

Programme Development Proposal

By Tobias Danielmeier, B.A. [Arch], M.A. [Arch], BdB, NZIA Academic, currently Academic

Leader Interiors, future programme leader of the Bachelor of Architectural Studies.

Advancements in the building industry task architectural design professionals to continuously acquire new means of production, as well as to advance established knowhow and skills. The amount of specialist expertise participating in design and construction processes is ever increasing. Otago Polytechnic reacts to changing needs by marrying technical skillsets with applied design thinking.

While life-long learning is an impediment in the field, two core aspects of this creative industry have remained over time. Well-designed buildings require creative and informed design processes, as well as applied, technical talents that comply with regulatory requirements and industry standards.

Otago Polytechnic, Te Kura Matatini ki Otago, currently offers a well-established Bachelor of Design programme that includes an Interiors specialisation (Level 7), as well as an internationally recognised Diploma in Architectural Draughting (Level 6). Both programmes have outstanding industry reputations and attract a significant number of international students. The proposed Bachelor of Architectural Studies qualification offers specialisations in Architectural Technology and Interior Architecture and will draw on expertise from existing teaching staff working on these two well-established qualifications.

Students of the programme will develop capabilities in design, creativity, sustainability, and problem-solving and will be future-focused and work ready practitioners. The nature of the programme caters for the independent learner, but also support those who require more guidance with engagement in self-directed learning. The two specialisations provide students with the opportunity to tailor the degree to their personal talent and interests, while also having awareness for other disciplines involved in the building industry. Experiential learning is fundamental to

architecture education. Students engage in action-reflection- action making and doing based on the theoretical underpinnings of design research and design practices in studio environments. Technical skills and design application is taught in.

Documentation Studios as well as in a number of technical and building science courses. A collaborative approach between students and tutors, as well as with other complementary disciplines, including art, design, and engineering is embedded in the curriculum. The new degree structure will allow students to focus on construction and design at different scales. The programme has also a clear focus on the different key building materials and properties.

As one of the next steps after successful accreditation of the programme, Otago Polytechnic will apply for approval of the degree programme. That significant step will enable us to introduce future changes in accordance with academia or industry needs. We will also investigate the introduction of a Master of Architecture (professional) degree, the first one in the South Island.

Industry Feedback NZIA / ADNZ

With the development of this new BAS programme we are very keen to continue and to enhance the associations we have with the NZIA and ADNZ local branches in particular. We understand that there will be a lot of variation in people's perceptions, understandings and aspirations for our new programme.

Obviously we cannot guarantee to have a programme outline that will be representative of everyone's interpretations and opinions. We are however, very open to all feedback and suggestions and where possible accommodate themes where we can. Therefore we would really appreciate your opinions, feedback and dialogue. We are proposing to have an afternoon / evening down here at Otago Polytechnic where we can have an open discussion in general then illicit feedback. If you are not available to do this then we are more than happy and encourage you to give us electronic feedback as well. Please find attached the programme's Graduate Profile and the Course Outlines. Please note that on the first twelve course are core courses.

Graduate Profile:

On successful completion of this qualification at year three, students will have the ability within the practice of architecture to:

- Apply design theory, critical analysis, contextual understanding, creativity and research to design and to further study.
- Exercise committed, innovative, creative and independent thinking skills in solving complex problems.
- Work effectively and collaboratively in single- and multi-disciplinary teams, as a leader or a follower as appropriate, managing work and projects in a timely and efficient way.
- Apply principles of building science and specialised technical knowledge.
- Critically apply knowledge of their roles and responsibilities in the contract documentation, administration, and construction processes, including application and interpretation of relevant legislation, regulations, and codes.
- Apply a full range of relevant visual, digital, and academic literacies to communicate effectively.
- Consider and adopt where necessary ethical and legal dimensions having particular regard for issues of social responsibility and sustainability.
- Apply organisational, motivational, research, and creative skills to a level suitable for advanced study and recognise requirements for ongoing professional development.
- Recognise requirements for ongoing study and professional development.

Replies:

Friday, June 10, 2016 at 11:08:21 AM New Zealand Standard Time

Subject: RE: Introduction of Bachelor of Architectural Studies at Otago Polytechnic
Date: Thursday, April 21, 2016 at 9:50:54 AM New Zealand Standard Time
From: Niko Young
To: Tobias Danielmeier
CC: edwin@elliottarchitect.com
Attachments: image001.png, image002.gif

Hi Tobias

Nice to hear from you.

I'm happy to act as the conduit and point of contact for the Southern Branch of the NZIA and will raise this at our next branch meeting.

Happy to meet up over a coffee to discuss.

I'm personally a big supporter of the degree being offered in Dunedin (also an ex OP student) so interested in the strategic plan moving forward.

Also if you were interested in being involved on our branch committee again let me know. (You were on branch a few years ago from memory?)

Many Thanks

Regards
Niko Young

McCOY WIXON
ARCHITECTS
242 Stuart Street,
PO Box 5456
DUNEDIN
T 03 477 2030
M 021 581 500
www.mccoywixon.co.nz

From: Brent Alexander - thedesignstudio [mailto:bsa@thedesigstudio.co.nz]
Sent: Tuesday, 7 June 2016 11:54 a.m.
To: Bill Morrison
Subject: BAS

Bill

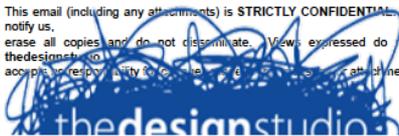
As you know though my association on the PEAC I am fully in support of the above course. I have read through the memo you sent to Julie-Ann for feedback & endorse what has been proposed. As long as there remains a good level of technical background, I believe the qualification will remain relevant for most employers in modern architectural practices. However, also having a strong design focus can only be a good thing as this is what is missing from most new homes that get built in this country. Good luck & keep up the great work.

Regards

BRENT ALEXANDER
director

03 477 2664 027 492 7525
bsa@thedesigstudio.co.nz : www.thedesigstudio.co.nz
Level 6 Consultancy House : 7 Bond Street : PO Box 1095 : DUNEDIN 9054
BRENT ALEXANDER design studio ltd trading as thedesignstudio

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Appendix 10: AP0707.04 Monitoring of Degree and Postgraduate Qualifications

Institutional Monitoring of Degree and Postgraduate Qualifications policy - click on the link below to view:

<http://www.op.ac.nz/assets/policies/AP0707.04-Monitoring-of-Degree-and-Postgraduate-Qualifications.pdf>

(Sourced from Otago Polytechnic Website)

Appendix 11: Examples of Authentic Work Experiences

Examples of authentic work experiences include one or more of the following:

- Internships
- Volunteer experiences in the community (for example in Art or Occupational Health)
- Industry projects (for example in IT and Engineering)
- Work-based learning (for example in Capable NZ)
- Work place learning (for example in VET nursing)
- Apprenticeships (for example in Carpentry, Electrical Technology)
- Student-delivered services at Otago Polytechnic (eg. Kowhai Centre for counselling students; house building for carpentry students; automotive workshops for automotive engineering students; Technique, and other OP restaurants and cafes for cookery, hospitality and culinary arts students; gardens and nurseries for horticulture; and landscaping projects for internal and external clients).
- Simulations, role plays and case studies (for example in health, engineering trades or business)
- Practical outdoor learning (for example in avalanche, outdoor education and sports programmes)
- Using authentic industry-based documents (eg. In health or business administration)
- Problem or project-based learning (eg electric car project in engineering, Year One Bachelor of Applied Management projects)
- Supervised placements in workplaces (for example in Health, Social Services or Engineering/Trades programmes)
- Student projects

Any specific learning activity may combine one or more modes of learning. For example:

'Flipped classrooms' combine face-to-face and on-line learning. Students are required to engage with online resources on a topic before coming to class to engage in learning activities that help them apply the knowledge and understanding they gained online to the activity they are doing in the classroom.

Synchronous online learning within a computer laboratory enables students to engage with online materials in a classroom setting with others and gives them immediate access to peer support and discussion.

Simulations (nursing and welding) combine face-to-face activity in clinical laboratories with electronic technologies that replicate real workplace activities such as assessment of a patient or using a welding machine. Simulations enable students to learn and practice skills in a safe environment.

Bachelor of Architectural Studies Internship Processes and Requirements:

ORGANISATION

Selection of work placement positions for learners is done in consultation with the learner, staff and the industry. It is anticipated that students will be placed in areas best suited to their skills and interests. Students need to independently pursue placements of specific interest to themselves whilst consulting with relevant Otago Polytechnic staff who will follow up this contact by telephone. If required, follow-up information is sent immediately, especially if it is a new placement position.

If the company or organisation agrees to take a student, written confirmation of dates and the name of the student will be sent, along with all relevant information as contained in this booklet. Confirmation of all details will be required from the placement host before a placement commences. On completion of the internship, all evaluation and follow-up letters will be prepared and mailed. A database is maintained of all internships, contact people and information.

RESPONSIBILITIES OF THE STUDENTS

All students:

- Are responsible for having considered and discussed their internship choice, so that needs are matched with suitability and skills.
- Are required to attend briefing sessions regarding internships.
- Are required to be completely familiar with all information sent to the placement and with the arrangements made between the Polytechnic and the placement.
- Are required to have a thorough understanding of the student safety.
- Are to have signed the provided form to acknowledge receipt and understanding of the above information.
- Are required to personally contact their work placement contact person the week prior to the organised placement starting to arrange meeting place, time and to discuss all other relevant details of their placement e.g. hours, dress code, expectations of the placement and the student.
- Are to have an introductory CV integrated with examples of work approved by the programme leader. This is to either be sent digitally, or shown as a hard copy to the placement host.
- Are required to keep a reflective journal/log of the activities undertaken.
- Are required to present a written report on their placement, to be handed in on the day of the oral presentation of their experiences to lecturers, workplace personnel and fellow students.
- May be required to sign a 'confidentiality' agreement by their placement, depending on the nature of the work they will be undertaking.

OF THE PLACEMENT HOST

The company/community organisation offering the internship is required to:

- Have explained to the student the hours of work, dress code and expectations of the placement.
- Have explained to the student the activities they will be involved in and the level of supervision during the placement.
- Be aware that the work done by the student is unpaid.
- Have explained to the student, issues regarding confidentiality, depending on the nature of the work to be undertaken.
- Have explained the Occupational Health and Safety rules of the company.
- Be aware of what to do should a "breakdown" in placement occur. Firstly phone the College of Art, Design and Architecture and speak with the programme leader.

Possible solutions would be discussed with the company/organisation and the student. In an extreme case the student could be removed from the company/organisation.

- Complete an evaluation form regarding the student's time with them, and return this to the programme leader, or delegate, immediately after the placement.
- If possible attend the seminar session at which students present their reports.

OF OTAGO POLYTECHNIC

The Otago Polytechnic School of Design is required to:
Have discussed all placement possibilities with the student.

- Have contacted all placement agencies by telephone or email in the first instance.
- Have sent out initial letters to all placement agencies.
- Have informed students and placements of contact names/phone numbers, etc.
- Have provided this internship information for students and placement hosts and to have discussed it fully with the students.
- Be accessible to both in case of a 'breakdown' in the placement. (see above)
- Follow up with the student and the contact person at the placement during the time of internship, and to visit the student if possible/necessary.

MAINTENANCE OF PRACTICE - INTERNSHIP

FOR STUDENTS:

Students must be aware of:

- Time for arrival at the placement
- Contact person
- Dress "code" Expectations / supervision / activities, etc. If the internship is in an unfamiliar area of Dunedin or other site, students must be totally aware of the locality of the placement, how to get there and times to allow for travel from their place of accommodation.
- Students are required to be thoroughly familiar with their requirements and rights concerning
- Occupational Health and Safety
- Harassment - harassment is unlawful under the Human Rights Act of 1993

Please refer any concerns immediately to your business/organisation contact person or to the Postgraduate Coordinator.

Should the work placement break down for any reason, students should:

1. Phone the Programme Leader at the College of Art, Design and Architecture.
2. Discuss the situation
3. The Programme Leader, or delegate, will then phone the company/organisation to discuss a plan of action

FOR THE PLACEMENT HOST:

At all times during the placement the contact person is able to contact the Programme

Leader through the College of Art, Design and Architecture should any concerns arise.

Contact Phone: (03) TBC (Office)

- If there is a 'breakdown of placement', students have been informed to contact the Programme Leader, who will in turn contact the placement to discuss a plan of action.

FOR OTAGO POLYTECHNIC:

Having provided all information to learners and placements, it is the Polytechnic's responsibility to contact the placement during the organised times/dates to check in with the contact person and the student. A visit will occur only if deemed essential. Phone numbers will be provided for the students / placement.

TERMINATION OF PRACTICE

At the end of the placement, students are requested to meet with the contact person at the placement to discuss the experience and to receive verbal feedback from the contact person regarding their performance.

Placement host is to complete an evaluation form (following) which is to be returned to the Programme Leader via email.

Students will have kept a journal of activities undertaken and will be required to prepare a verbal and written report to deliver to their class and lecturers at a set de-briefing seminar session.

The Programme Leader, or delegate, in the College of Art, Design and Architecture will prepare correspondence to be sent to all placements and will maintain a database on all internship opportunities.

HEALTH AND SAFETY

In accordance with AP801.02 - [Occupational Health and Safety for Students in the Workplace](#)

Sample Letter to Internship Employer

date

Work placement host name and address

Dear name

Experience in the workplace is an important part of the education and training of students at Otago Polytechnic. The polytechnic appreciates the co-operation of employers in this regard and thanks you for your assistance in taking, a student of the College of Art, Design and Architecture at Otago Polytechnic, for a 120 hours internship experience. This letter sets out the basic undertakings of Otago Polytechnic and the Employers involved in such placements.

Otago Polytechnic agrees to advise its students that they must:

- be punctual in their attendance at the workplace
- be diligent and willing in their performance in the workplace
- follow all rules in force in the workplace
- maintain confidentiality as appropriate to the workplace
- conduct themselves at all times in a professional manner

The Employer agrees to provide:

- proper supervision for the period of the placement
- such reasonable feedback on the performance of the student while in the workplace as may be requested by Otago Polytechnic
- a safe working environment where all workplace laws, codes of practice and safe industry practices are observed
- notice to College of Art, Design and Architecture, Otago Polytechnic in the event of any adverse incident affecting the student

We ask that you sign and return the enclosed copy of this letter to indicate your acceptance. Please feel free to contact the College of Art, Design and Architecture, Otago Polytechnic for any further information which may be required or with any suggestions you may think useful for the continued development and improvement of the workplace programme.

Yours faithfully,

Otago Polytechnic Staff Member

I have read the original of this letter and accept its contents.

Employer signature

Date

Appendix 12: AP0900.06 Assessment

Institutional Assessment in Te Reo - click on the link below to view:

<http://www.op.ac.nz/assets/policies/AP0900.06-Assessment.pdf>

(Sourced from Otago Polytechnic Website)

Appendix 13: AP0910.00 Assessment Committee

Institutional Assessment Committee - click on the link below to view:

<http://www.op.ac.nz/assets/policies/AP0910.00-Assessment-Committee.pdf>

(Sourced from Otago Polytechnic Website)

Appendix 14: AP0907.00 Impaired Performance/Aegrotat

Institutional Impaired Performance/Aegrotat policy - click on the link below to view:

<http://www.op.ac.nz/assets/policies/AP0907.01-Impaired-Performance-Aegrotat.pdf>

(Sourced from Otago Polytechnic Website)

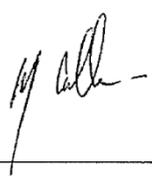
Appendix 15: AP0900.06 Assessment Policy

Institutional Assessment Policy - click on the link below to view:

<http://www.op.ac.nz/assets/policies/AP0900.06-Assessment.pdf>

(Sourced from Otago Polytechnic Website)

Appendix 16: Resource Verification

Resource Area	Signature	Date
Library Resources This verifies that consultation has taken place with the Library Manager or delegate, and any significant issues resolved.		8-6-2016
Information Technology Resources This verifies that consultation has taken place with the Chief Information Officer or delegate and that any significant resource issues have been resolved.		20/6/16
Financial Resources and Equipment This verifies that the required financial resources and relevant equipment are available for delivery of the programme as per this development.		29/6/2016

Appendix 17: Campus Specific Resources Available

Institutional Student Support Services - click on the link below to view:

<http://www.op.ac.nz/students/support/>

(Sourced from Otago Polytechnic Website)

Appendix 18: Procurement Plan

Necessary computing resources have been discussed and have been, or will be added to the CAPEX funding for the following years.

2017	2018	2019	2020 or in the new building
20 new CAD capable PC computers. 40 desks.	40 new CAD capable PC computers. 40 desks.	40 new CAD capable PC computers. 40 desks.	20 new Manual Draughting Tables.

Appendix 19: Assessment Differences

Otago Polytechnic will be using the assessments from the Ara document, with the following exceptions:

Contextual Studies

Original Ara

Assessment Activity	Weighting	Learning Outcomes	Assessment Grading Scheme	Completion Requirements
Portfolio	40%	1-4	50% overall	
Assignment	30%	1-4		
Presentation	30%	1-4		

New

Assessment Activity	Weighting	Learning Outcomes	Assessment Grading Scheme	Completion Requirements
Portfolio	40%	1-4	50%	Cumulative 50% pass.
Essay	30%	2,3,4	50%	
Presentation	30%	1-4	50%	

Documentation Studio 1

Original Ara

Assessment Activity	Weighting	Learning Outcomes	Marks required		Completion Requirements
			MAX	MIN	
Project 1	20%	2-4	100	0	
Project 2	30%	2-4	100	0	
Project 3	30%	1-4	100	0	
Project 4	20%	1-4	100	0	

New

Assessment Activity	Weighting	Learning Outcomes	Assessment Grading Scheme	Completion Requirements
Portfolio Project	30%	2,3,4	50%	Cumulative 50% pass.
Conceptual Drawing Project	20%	2,3,4	50%	
Documentation Drawing Project	50%	1,2,4	50%	