Programme Document

Master of Architecture (Professional) (MARCP)

Level 9, 240 Credits
Programme Reference and Version Number: [110001-1]

This programme leads to the award of the following qualification(s)

Master of Architecture (Professional)

Level 9, 240 Credits
Qualification Reference and Version Number: [CA2358-1]
Prospectus Code: [CA2358]

School of Architecture
Original Approval Date of Programme: [08 October 2007]
Updated Programme Document Ver:1.9 [August 2025]

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PROGRAMME FACTUAL SUMMARY

Mōhiohio pono Hōtaka | Programme Factual Summary

TERTIARY EDUCATION ORGANISATION (TEO) DETAILS	
NZQA Reference No.	110001
Name of TEO	Unitec Institute of Technology
Ministry of Education No.	6004
QUALIFICATION DETAILS	
Qualification(s) Title (Incl. any endorsements, majors, specialisations or strands if applicable)	Master of Architecture (Professional)
Qualification(s) Number/Version	CA2358-1
Qualification Short Title	MARCP
NZSCED Name and No.	040101 > Architecture and Building > Architecture and Urban Environment > Architecture
Qualification Level	9
Qualification(s) Credit value/range	240
Qualification Type (Certificate, Diploma etc.,)	Master's Degree
Strategic Purpose Statement	The programme is designed to develop architectural practitioners who create architectural works of merit and value and who are able to incorporate innovative design research into new models of practice. It provides a research environment where the practice of architecture is the focus of theoretical inquiry. The purpose of the programme is to prepare students who have completed a Bachelor's level qualification in Architectural Studies for practice in the architectural profession. Graduates of the Master of Architecture (Professional) may apply for registration as an architect. The programme will equip graduates with the ability to promote sustainable and ethical approaches to development based on emerging social and spatial formations, and to collaborate effectively with different disciplines on design projects. It will also produce graduates capable of responding effectively, critically and creatively to the requirements of clients, co- consultants and end-users. The programme does this by providing learning experiences that stimulate students to critically reflect on their own practice, and that of others, and which foster in graduates a commitment to lifelong learning, personal development and the advancement of the architectural profession in New Zealand.
Graduate profile	Graduates will: 1. be capable of informed discussion and debate on contemporary architecture and related issues;

	2. contribute to the social and environmental context within which architecture takes place; 3. engage the complexity of architecture's techniques, procedures and protocols of implementation as material for creative exploration; 4. formulate practices committed to public legibility, to the engagement of new technologies, and to creative means of implementation; 5. be committed to new strategies of realisation and high levels of design practice; 6. deliver innovation, plausibility, and high levels of technical resolution; 7. embrace the technical and operative expertise necessary to innovate in a rapidly changing world; 8. be able to critically appraise contemporary architectural production; 9. have a thorough knowledge of architectural and urban design issues in Aotearoa New Zealand; 10. be capable of integrating knowledge from other fields into architectural design and practice; 11. think critically, intuitively and autonomously to a high level of professional practice.
Education pathway	Students who have completed a Bachelor's level qualification in Architectural Studies may progress to this qualification. The Master of Architecture (Professional) leads to professional industry registration as an architect.
Employment and/or community pathway	Leads to Industry Registration as a professional Architect
Next review:	August 2021
Approval date:	This version approved April 2021
Qualification developer:	Unitec
PROGRAMME DETAILS	
Programme Name (Incl. any endorsements, majors, specialisations or strands if applicable)	Master of Architecture (Professional)
Programme Level	9
Programme Credit Value	240
Programme Code	110001-1
Professional Recognition	This programme is recognised by the New Zealand Registered Architects Board, New Zealand Institute of Architects, and the Architects Accreditation Council of Australia. Which means this leads to initial industry registration as an architect in New Zealand.
Programme review:	August 2021
OUTCOME STATEMENTS	

Programme Aim	The programme is designed to develop architectural practitioners who create architectural works of merit and value and who are able to incorporate innovative design research into new models of practice. It provides a research environment where the practice of architecture is the focus of theoretical inquiry. The purpose of the programme is to prepare students who have completed a Bachelor's level qualification in Architectural Studies for practice in the architectural profession. Graduates of the Master of Architecture (Professional) may apply for registration as an architect. The programme will equip graduates with the ability to promote sustainable and ethical approaches to development based on emerging social and spatial

	formations, and to collaborate effectively with different disciplines on design projects. It will also produce graduates capable of responding effectively, critically and creatively to the requirements of clients, co- consultants and end-users. The programme does this by providing learning experiences that stimulate students to critically reflect on their own practice, and that of others, and which foster in graduates a commitment to lifelong learning, personal development and the advancement of the architectural profession in New Zealand.
Programme Outcome Statement (Graduate Profile)	Graduates will: 1. be capable of informed discussion and debate on contemporary architecture and related issues; 2. contribute to the social and environmental context within which architecture takes place; 3. engage the complexity of architecture's techniques, procedures and protocols of implementation as material for creative exploration; 4. formulate practices committed to public legibility, to the engagement of new technologies, and to creative means of implementation; 5. be committed to new strategies of realisation and high levels of design practice; 6. deliver innovation, plausibility, and high levels of technical resolution; 7. embrace the technical and operative expertise necessary to innovate in a rapidly changing world; 8. be able to critically appraise contemporary architectural production; 9. have a thorough knowledge of architectural and urban design issues in Aotearoa New Zealand; 10. be capable of integrating knowledge from other fields into architectural design and practice; 11. think critically, intuitively and autonomously to a high level of professional practice.
Endorsement Grades (e.g., with Distinction)	Achievement 11-point. First & Second Class honours also available. Distinction for Design also available
Content Statement	Core architectural competencies established within undergraduate studies are consolidated and expanded. Students refine their ability to abstract underlying principles of theoretical knowledge and apply these to the practice of design and research. A major research project is undertaken which extends the student's knowledge of theory and practice by creatively engaging the students' critical, analytical, and communication skills to produce a substantial design which they then evaluate within a critical framework.
Entry Requirements	General Admission To be admitted to this programme all applicants must be at least 16 years of age on the date of the programme's commencement for the semester in which they wish to enrol (or provide a completed Early Release Exemption form), and meet the following requirements: • Applicants must have a recognised undergraduate degree in the discipline of architecture with a grade point average of 4.0 or higher for all level 7 courses. Special Admission Applicants must have: • attained the age of 20 years on or before the first day of the semester in which study for the Certificate programme is to commence; and • holds a recognised undergraduate degree in architecture and has a significant portfolio of professional work, or

	• has a recognised postgraduate qualification in architecture, or • can demonstrate competencies equivalent to a bachelor level graduate in architecture and has a significant portfolio of professional work.		
Entry requirements - Key Information for Students (KIS) website	Applicants must have a recognised undergraduate degree in the discipline of architecture with a grade point average of 4.0 or higher for all level 7 courses. International student must meet English Language requirements as outlined at www.unitec.ac.nz.		
ACCREDITATION DETAILS			
Type of Approval Sought	☒ Approval and Accreditation		
Proposed Start Date:	Semester 2, 2021		
Application type:	☐ New programme ☒ Existing programme amended ☒ Programme Document update		
Brief summary of changes:	Minor change to the Regulations to ensure parity in tertiary entry requirements. Addition of definition for clarity re: suspension of study.		
DAS (unit or achievement standards) credits	N/A		
Unitec credits	240		
Total Programme Credit Value	240		
Delivery Mode	☒ Blended ☒ Face to Face		
Delivery Methods	Lectures, seminars, studio, site visits, individual supervision, and presentations.		
To be run:	☒ Full time ☒ Part time		
Assessment Methods	Individual assessment incorporating design projects, essays, assignments, research projects, examinations.		
Assessment standards included	N/A		
Delivery sites	Mt Albert		
Student Type	☒ Domestic and international		
Nature of funding	☒ SAC		
Sub-contracting:	☐ Yes ☒ No		
PROGRAMME DURATION DETAILS			
Duration of the Programme		Minimum	Maximum
	Full time:	2 Years	5 Years
	Part time:	4 Years	10 Years
Number of Years	2		
Duration: Total Weeks		Incl. Holidays weeks	Excl. Holidays weeks
	Full time:	74	60
	Per year:	37	30
Average Hours Per Week	Directed Hours	Work Experience Hours	Self-Directed Hours
	8		32
Total Learning Hours Per Week	40		
Total Study Hours	2400		
Programme Learning Hours Per Year	1200		
Work Experience Type & Expected Location	A total of 480 hours of work experience is required in order to graduate. These will be undertaken during holiday periods.		
TEC DATA REQUIREMENTS			

Provider Code	6004
Prospectus Code	CA2358
Qualification Award Codes	11 – Masters
Student Destination	☒ more academically oriented - designed to lead to entry into advanced research programmes and professions with high skill requirements ☐ more occupationally oriented - designed to lead to direct labour market access ☐ designed to lead directly to the labour market
Status	Active
Funding Source	M
EFTS Value	2
Expected student intake	40
EFTS Eligibility	☒ Yes ☐ No
Approved for Student Loans and Allowances	☒ Loans and Allowances ☐ Loans Only ☐ Neither
Teacher Registration	☐ Yes ☒ No
CONTACT DETAILS	
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Programme Version Control

Version 1: Approved by NZQA [October 2007]
Version 1.1: Updated programme document [Living Curriculum alignment] approved by Faculty Academic Committee [October 2013]

Summary of Changes

Table 1: Summary of Programme Improvement and Changes in current version

Version No.	Date of Change	Approved by	Effective from	Description of change
1.2	15/10/2015	ARCH PC	Sem 1, 2016	Change to programme schedule: Amendment of wording in examination regulation to clarify the requirement for repeat of oral presentation. Addition of elective courses: ARCH8629 Building Conservation (level 8, 15 credits) ARCH8630 Sustainable Communities (level 8, 15 credits)
1.3	31/10/2017 17/06/2017	PIC	Sem 1, 2018	ARCH8623 - Add the specific topic title to the generic Special Topic 1 – "New Readings in Architecture" ARCH8311 – Changes to course assessment weightings and content
1.4	15/06/2018	PIC	Sem 2, 2018	ARCH8011 - The delivery altered to allow more flexible delivery options for students.
1.5	15/06/2018 07/09/2018 14/12/2018	PIC	Sem 1, 2019	Administrative changes: Addition of ARCH8122 Studio (Level 8, 30 credits, compulsory) & Addition of ARCH8121 Studio (Level 8, 15 credits, compulsory). To replace ARCH8111 Studio (Level 8, 45 credits, compulsory). ARCH8411 – Minor changes to assessment. ARCH8511 – Minor changes to aims and learning outcomes, and assessments
1.6	13/03/2021 01/06/2021	AAC	Sem 1, 2021	Addition of Administrative courses to record achievement in Work-placement Additional two administrative courses to bring total to four
1.7	14/06/2021	AAC	Sem 2, 2021	Minor changes to Topics and assessment for ARCH8614. Minor changes to the number of copies of a thesis that must be submitted in regulations.
1.8	22/05/2025	AAC	Sem 2, 2025	Minor change to MARCP Programme Regulations, in Section 3.4.f. the pause of study requirement only applies to the Level 9 Research Project.
1.9	26/08/2025	AAC	Sem 1, 2026	Align entry criteria to other tertiary institutions and further clarify definition of suspension (adding pause of study).

1. INTRODUCTION TO THE QUALIFICATION

This document outlines Unitec's capability and delivery arrangements for the Master of Architecture (Professional) [MARCP] [110001-1] which leads to the Master of Architecture (Professional) (Level 9, 240 Credits) [CA2358-1] with the aim of maintaining external accreditation.

The programme meets the definition as listed in the New Zealand Qualifications Framework (NZQF) Listing and Operational Rules. The level and credit value of the qualification to which the programme leads meets the requirements in the qualification type definitions published in the NZQF.

The Master of Architecture (Professional) (Level 9) [MARCP] was formally approved and accredited by NZQA in October 2007.

1.1 Background

To be able to be registered as an architect, the international requirements are that an applicant must have completed five years of approved tertiary education followed by at least three years of experience within an architectural practice.

Institutions in New Zealand, Australia and Asia deliver this five-year period in a number of ways. Many divide this five-year period into two: a three-year Bachelor-level degree (often a Bachelor in Design (Architecture) or a Bachelor of Environmental Design), followed by a two-year Bachelor-level degree, normally called the Bachelor of Architecture.

In 1999, the *Bologna Joint Declaration* set in place a series of standard degree structures for professional programmes across Europe. They determined that professional qualifications should continue as a total of five years of tertiary education, but that it should be made up of a three (or four) year Bachelor-level degree, followed by a two (or one) year Masters-level degree. Most of Europe's architecture programs have set out to implement this shift by 2009.

This pattern is also consistent with North American schools of architecture which normally offer a Masters level qualification as the professional or recognised degree. In Australia, most schools of architecture are either actively investigating the change to a Masters qualification or have already made it.

Architecture schools in New Zealand have a new relationship with Australian schools of architecture which arises from new accreditation processes the profession has recently adopted for Australasia. Given this, the schools of architecture at both the University of Auckland and Victoria University in Wellington have made a firm commitment to also move to offer professional Masters-level qualifications and intend to introduce these commencing 2008.

In response to these national and international moves to raise professional education in architecture to Masters level, Unitec has developed the Bachelor of Architectural Studies - BAS, and its sister degree, the Master of Architecture (Professional) – MArch(Prof).

It is not possible to simply annex the final two years of the current BArch programme and call them a Master's programme: the level and educational philosophy of Masters programmes is quite distinct. During the development of these new qualifications, a complete re-evaluation of the five years of study was undertaken to ensure that not only was a Master's programme devised that was of a suitable level and rigour, but that a valuable, coherent three-year qualification was also created for those students not moving through to the Masters programme. All this was worked through within the framework of ensuring that professional accreditation requirements could be met.

The School of Architecture

The first courses within the Bachelor of Architecture (BArch) programme were delivered in 1994 as part of the School of Architecture and Construction. A Master of Architecture was introduced in 2003.

The School of Architecture was established in 2009. The vision of the School is to produce accomplished and highly motivated graduates who are capable of producing inspiring architecture and landscape architecture. The School is committed to developing the highest standards in architectural and landscape architectural design and scholarship. To this end the School:

- provides a forum for debate and learning for students, staff, the profession and interested public, within and beyond the campus;
- fosters research in diverse critical, professional and technological areas;
- contributes to the local and global discourse in the disciplines of architecture and landscape architecture and in education;
- encourages diversity in the staff and student bodies, and in the educational options offered by the School;
- utilises the multidisciplinary nature of Unitec;
- fosters relationships with other institutes through travel and the active participation of staff and students in national and overseas education experiences.

The School has a record of delivering high quality, robust education in architecture, a fact recognised via accreditation of the former BArch programme by the New Zealand Institute of Architects, the NZ Registered Architects Board (NZRAB) , and the Commonwealth Association of Architects. In addition to the five-yearly accreditation visit by a National Visiting Panel (ANZ APAP), there are annual visits by a regional panel, which always includes an overseas academic. The programme is regularly monitored (as required by NZQA) as well as being annually subject to a rigorous and extensive external examination process.

1.2 The programme

The Bachelor of Architectural Studies [BAS] and the Master of Architecture (Professional) degrees at Unitec were developed out of the existing Bachelor of Architecture (BArch) programme, a five-year Level 7 programme which is the current standard qualification for architectural registration.

This was done in order to keep abreast of changes which are occurring on a worldwide scale. It is highly likely that in the future, only a graduate with a MArch(Prof) degree will qualify for registration as an architect. It is this fact that has motivated the form and development of this three- year undergraduate degree and the associated Master of Architecture (Professional) qualification.

The Masters qualification meets the educational requirements for registration as an architect, via pathway 1 of the NZRAB. The BAS does not, of itself, lead to architectural registration, but is considered in tandem with the MArch(Prof), and, as such, is subject to professional accreditation.

However, it was considered important that the BAS is not seen as only a stepping-stone for the MArch(Prof) but is appreciated by the architectural profession and building-related industries as a valuable qualification in its own right. BAS graduates will be well equipped, because of the balance of the BAS programme, to be effective in design and a variety of roles within the building industry and the built environment. Three years of Design Studio will have provided a sufficiently detailed understanding of the complex and iterative process of design which could, for example, lead to the newly developing role of Design Manager in a construction or property company. This, together with the good grounding gained in the areas of technology, practice, and visual communication, might ultimately lead, after a period of experience gathering, to senior positions in architecture practices to do with developed design, documentation, office management and project procurement. BAS graduates will also undoubtedly find positions and career satisfactions with building industry product manufacturers, specialist contractors, suppliers, and territorial authorities. The building industry needs people with the intellectual development that a three-year BAS will have provided.

Good immediate employment opportunities are just one of the outcomes of the BAS programme. As a first degree it provides the launching pad for further education within the building industry,

perhaps for example, towards degrees in Construction, Project Management or Environmental Engineering. Entry to other Masters programmes is possible, as is a return to the Unitec Master of Architecture (Professional) after a period in employment.

It should be noted that there is already an existing BAS qualification at Unitec which was first introduced in 2006. This existing BAS degree consists of the first three years of the five-year Bachelor of Architecture programme and was introduced as an exit award from that programme. The BAS as outlined in this document is based on a strategic rearrangement and consolidation of existing course content of the BAS exit qualification, augmented with selected course material from year four of the BArch programme - intended both to enhance its status as a viable first degree in the field of architecture, and to prepare students more effectively for subsequent studies in the two-year MArch(Prof) programme. There are transitional arrangements in place to ease the changeover between the BArch and the BAS, and these are outlined in Section 4.4 of this document.

The strong link which exists between the BArch degree (and its approved exit award, the existing BAS) and the Unitec Charter and Profile remain in place for this revised Bachelor of Architectural Studies programme. The BAS contributes to the distinctive character of Unitec as identified in the Unitec Charter and Profile by focussing on professional education and by nurturing the relationships between teaching, research and practice. The focus of the School is very clearly on 'real world learning' a key component of the Unitec Profile. There is also a logical staircase from the BAS into the Masters programme, which enables students to move easily from one qualification into the next, another important, distinctive characteristic of Unitec. Te Noho Kotahitanga, a partnership document created in 2001 to express Unitec's commitment to the Treaty of Waitangi, puts five principles into practice to underpin Unitec's goals. These are:

- Rangitiratanga - Authority and Responsibility
- Wakaritenga - Legitimacy
- Kaitiakitanga - Guardianship
- Nohotahi - Co-operation
- Ngakau Mahaki - Respect

These principles are embodied within the programme and supported through the presence of a strong group of Māori staff within the School.

1.3 Philosophy

Architecture has always been characterized by questions about its practical and philosophical values, and these questions have been answered in many different ways. In the wider sense, ongoing debates about value constitute and invigorate both architectural theory and architectural practice. For, although at first glance theoretical, enquiry into value has always dealt with the drawn, modelled or built form and the practice of design and building. The enquiry itself is, we believe, best considered in terms of an informed and investigative practice that reflects on its productions and their reception.

The School of Architecture therefore advocates a pedagogy of architectural practice. This pedagogy is not, however, a simple belief in the primacy of building, or of the notion of the professional – though these ideas are important to us. We believe that a School of architecture should teach the professional skills, and through this, create the framework for design thinking. We also believe that it is through the implementation of design ideas in the social realm that responsibility for these ideas takes root and flourishes.

Contemporary architectural reality, however, is conditioned by a high level of uncertainty. The foundations on which earlier generations based their beliefs, if not shattered, are at least to be questioned. Thus, Jacques Herzog states, "*We live in an age in which each step, the next project, the simplest things have to be redefined each time: what is a floor, what is a wall, what is a roof? The*

answers to such questions aren't self-evident anymore."[1] The conditions of this uncertainty must be met by an architectural practice that is informed by an evolving and adaptive process of enquiry in relation to which students may find their own standpoints, perspectives and operational procedures.

The aim of the MArch(Prof) is to enable students to practice architecture in a way that regularly challenges and rehearses notions of architectural value. Thus, students need to be able to reflect critically on their own creative production, as well as on architectural problems in general. How is this reflective production to be achieved, and what are the proprieties of construction and professionalism that frame the notion of enquiry through practice?

A focus on building does not constitute a retreat from theoretical aspirations or open- minded experimentation. Instead, aspiration and experimentation should find their focus in practice. In a very practical sense, this requires a commitment to realising complex projects while exercising a high level of design ambition. This is a model of practice that generates innovative strategies of realisation from the interactive operations of research and publication[2]. The studio strategies applied in the School of Architecture enable students to construct viable, progressive projects that incorporate novel design research with productive new models of practice. These forms of practice strive to achieve collective goals such as public legibility, the active engagement of new technologies and creative means of implementation. This kind of practice is open to innovation, with a sense of play, and a thirst for the unexpected results that open-ended enquiry can bring.

An architectural practice that brings a spirit of experimentation and speculation to the problematic of realisation must focus on the engagement of techniques, procedures and protocols of implementation as material for creative experimentation. Such a practice finds material for experimentation, critique and theoretical speculation in the methods and procedures of day-to-day architectural making.

Paradoxically, by means of an agile and sinuous practice that is open and sympathetic to popular culture, serious contemporary issues may be confronted and addressed. It is by the interrogation of techniques and implementational protocols that the pressing requirement for deeply considered and stringently tested sustainable architectures may be met. Architects these days need rapidly to process, organise and visualise the global and specific information necessary to create sustainable buildings. How better to meet this challenge than by means of a complex, adaptive practice that is itself regulated by the protocols of openness, adaptivity, critical reflection and continual adjustment to the requirements of sophisticated and ever-changing urban ecologies?

Architects that practice in this way are alive to new forms of collaboration, and open to the innovations of allied disciplines such as landscape architecture, urban design, engineering and product design. They make creative use of new technologies while maintaining a healthy scepticism as to the extravagant claims made for these technologies. They are concerned with what architecture can do. They harness its energy and efficacy by means of strategies that activate a site's potential and set adaptive programmes in motion. An important part of such an entanglement with the diverse flows of the everyday is a belief that design innovation requires not only creativity, but also a high level of technical resolution. "*If you are going to propose something new, you take on the added responsibility of proving that it works*."[3]

1 Hürzeler, Catherine, and Jacques Herzog. "Catherine Hürzeler, Jacques Herzog: Collaboration with Artists. Catherine Hürzeler. Interview with Jacques Herzog." Herzog & de Meuron. Urban Projects. Collaboration with Artists. Three Current Projects. TN Probe Exhibition Space, Tokyo. 22 November 1996 - 9 January 1997. Tokoyo: TN Probe Toriizaka Networking, 1997.,

2 Allen, Stan, Peter Davey, Andrés Duany, Hal Foster, Kenneth Frampton, Zaha Hadid, Patrik Schumacher, et al. "Stocktaking 2004: Nine Questions about the Present and the Future of Design; Respondents." Harvard Design Magazine 20, no. Spring/ Summer (2004): 5–53. Stan Allen P6

3 Allen, Stan, Peter Davey, Andrés Duany, Hal Foster, Kenneth Frampton, Zaha Hadid, Patrik Schumacher, et al. "Stocktaking 2004: Nine Questions about the Present and the Future of Design; Respondents." Harvard Design Magazine 20, no. Spring/ Summer (2004): 5–53. Stan Allen P8

This burden of proof is the hallmark of the professional. In an age of uncertainty, professional architects should rely on fundamentals of ethical practice, rather than fixing their hope on aesthetic or technical principles. Ethical practice accommodates change and indeterminacy. It is nourished on ever-emergent conditions of judgement and discrimination. Sustainability, for instance, is not a climax stage, an achieved or mature condition. Rather, it is an evolving discourse. Architecture at the School provides students with an intellectual framework within which debate – about environmental responsibility, aesthetics, architecture itself – can be undertaken in a critical but safe and supportive environment. Questions of architectural value initiate an enquiry, then, that takes the form of an investigation conducted through the practice of architectural design. This is an enquiry whose criteria of evaluation change through time historically, from era to era and, often enough in the modern period, from decade to decade. Virtues such as firmness, commodity and delight are no longer to be regarded as eternal verities but rather are redefined by each new generation. A practice-based evaluation considers the delivery of innovative, collectively legible design within the constraints of professional practice. Enquiry by design both reflects and reconstructs these criteria of evaluation.

To this end, the School provides a teaching and learning environment in which practice and research are inseparable, searching for alternatives is encouraged, and creativity, critical reflection and the sharply honed skills of architectural design are valued as the articles of professional architectural practice.

We believe that the architectural design research project is the principal means by which such an ethos of informed and investigative practice is inculcated in students. This is why the Unitec MArch(Prof) programme culminates in a research by design studio of a full year's length, devoted to a specific architectural research question formulated by the students themselves.

1.4 Te Noho Kotahitanga

Unitec is committed to creating an education environment that aligns with its obligations to *Te Tiriti o Waitangi*/the *Treaty of Waitangi*. The foundation of this commitment at Unitec is *Te Noho Kotahitanga* - a partnership document built on five principles, which are demonstrated in this programme in a number of ways.

- **Rangatiratanga (authority and responsibility)**: Māori have authority over, and responsibility for, all teaching and learning relating to Māori dimensions of knowledge.
- **Wakaritenga (legitimacy)**: all stakeholders have a legitimate right to be present, to speak freely in their own language, and to put their resources to use for the benefit of all.
- **Kaitiakitanga (guardianship)**: Unitec accepts responsibility as a critical guardian of knowledge.
- **Mahi kotahitanga (co-operation)**: all actions are guided by a spirit of generosity and co-operation.
- **Ngākau mahaki (respect)**: the heritage and customs, current needs, and future aspirations of Māori and Pākehā are respected and valued.

The principles of Te Noho Kotahitanga also underpin the mātauranga Māori expression of our Learning and Teaching Strategy and our strategies for Māori Success (see Section 3). These two elements have an important role in programme development at Unitec, most significantly in the determination of content, pedagogy, and assessment.

Equity and Bicultural Issues

The importance of including a Māori dimension in Unitec Programmes is acknowledged in the Unitec document Te Noho Kotahitanga: The Partnership. This partnership document provides equal standards and understanding between Māori and non-Māori. Unitec is also committed to an Equal

Education Opportunity policy and gives active consideration to all, regardless of gender, social class or disability.

In a world permeated by difference, dialogue is critical. The issues of indigenous peoples, of gender, and of the environment are being reinstated in the cultural landscape as the conditions of humanity's future. The BAS programme explores issues to do with gender and multiculturalism through the built environment. The Aotearoa New Zealand context is woven through the whole programme with indigenous and regional examples being regularly drawn upon, while at the same time, students are exposed to a wide range of examples of architectural thought and practice from throughout the world.

Treaty of Waitangi issues are critical, with Aotearoa New Zealand's pre-contact, colonial and post-colonial history being seen as the background to all architectural production in this country.

The School of Architecture has an active and creative group in the architecture design studio programme dedicated to exploring architectural issues within te ao Māori (the Māori World). This studio group, Te Hononga o Whaihanga ki Wairaka, was established as a formal centre for Māori Architecture and Appropriate Technologies in 2003, evolving from discussions with Te Runanga o Whaihanga, the Māori advisory body to the School and Nga Aho, the association of Māori Architects, designers and landscape architects.

Whilst especially dedicated to supporting Māori students and those interested in the study of Māori culture as it influences architecture, Te Hononga encourages all students to participate in its activities. In addition, Te Hononga actively supports and maintains close relationships with Maia, the Māori Development Centre, which assists Māori students with academic and pastoral support in their studies. Te Hononga continues to promote real world Māori community-based design projects. Such projects involve reaching out to tohunga/ experts within the Māori community, acknowledging their skills and ensuring the transfer of this architectural heritage to a new generation of Māori architects.

It is the firm intention of the School that the work of this group will continue to expand to provide a well-grounded focus for the on-going task of producing students skilled in making architecture for Aotearoa New Zealand and the world.

Te Hononga is supported by the School's Kai Takawaenga (Senior Māori adviser), and a number of key Māori academic staff members, in addition to Te Runanga o Whaihanga, the Māori advisory body to the School. It is significant to note that Nga Aho operates from the School.

1.4.1 Ngā Ia Vai

> *In addition to the stars, navigators will also use currents and wave patterns to determine their direction and heading. By feeling the rhythmic movement of the boat— rather than looking at the waves, a navigator can tell the direction from which a swell is rocking the boat. Since ocean swells follow seasonal patterns, the navigator can use the rocking of the boat to determine the heading and direction of the boat in either daytime or cloudy skies. Master Polynesian navigators, it's said, could close their eyes and discern five different swells all gently rocking the boat—and simply tell from a change in movement if their heading had drifted off course.*
>
> (Maps In The Stars: How Polynesians Used Celestial Navigation To Become The World's Best Explorers – The Captain's Log)

NGĀ IA VAI

NGĀ IA – ‘currents’ | VAI/ WAI – ‘water’

Taking the analogy of navigation, our students are the navigator, and we are the currents of VAI which provide the ‘rhythmic movement’ (support) to help them to determine their direction and heading.

Ko wai mātou? Who are we?

- We are a working group with a mission to uplift Oceanic academic success and well- being and our services are conceptually influenced by Te Wheke.
- Our purpose is to connect the School of Architecture lecturers with the wider support networks for Oceanic (Māori and Pasifika) staff and students.
- We take a collaborative/ collective approach to working together which is aligned with our values of Te Noho Kotahitanga.

The name Ngā Ia Vai was created by and in consultation with Te Hau Hona (Kaihautū) on 27 Feb, 2020.

2. TITLE, AIMS, LEARNING OUTCOMES AND COHERENCE

This section addresses programme approval Criterion 1 which presents evidence that demonstrates how the programme meets the definition published in the NZQF Listing and Operational Rules.

It also addresses programme approval Criterion 2 by describing the title, aims, stated learning outcomes and coherence of the whole programme to demonstrate that they are adequate and appropriate and that they meet the graduate profile and specification of the qualification as listed on the New Zealand Qualifications Framework.

2.1 Title | Taitara

The title of this programme is the Master of Architecture (Professional) [MARCP]. This is a level 9, 240 credit Programme. This programme leads to the award of the qualification: Master of Architecture (Professional) (Level 9, 240 Credits) [CA2358-1]

2.2 Strategic Purpose Statement | Te rautaki o te tohu

The programme is designed to develop architectural practitioners who create architectural works of merit and value and who are able to incorporate innovative design research into new models of practice. It provides a research environment where the practice of architecture is the focus of theoretical inquiry.

The purpose of the programme is to prepare students who have completed a Bachelor's level qualification in Architectural Studies for practice in the architectural profession. Graduates of the Master of Architecture (Professional) may apply for registration as an architect.

The programme will equip graduates with the ability to promote sustainable and ethical approaches to development based on emerging social and spatial formations, and to collaborate effectively with different disciplines on design projects. It will also produce graduates capable of responding effectively, critically and creatively to the requirements of clients, co- consultants and end-users.

The programme does this by providing learning experiences that stimulate students to critically reflect on their own practice, and that of others, and which foster in graduates a commitment to lifelong learning, personal development and the advancement of the architectural profession in New Zealand.

2.3 Graduate Profile | Ngā hua o te tohu

Graduates of the qualification will:

- be capable of informed discussion and debate on contemporary architecture and related issues;
- contribute to the social and environmental context within which architecture takes place;
- engage the complexity of architecture's techniques, procedures and protocols of implementation as material for creative exploration;
- formulate practices committed to public legibility, to the engagement of new technologies, and to creative means of implementation;
- be committed to new strategies of realisation and high levels of design practice;
- deliver innovation, plausibility, and high levels of technical resolution;
- embrace the technical and operative expertise necessary to innovate in a rapidly changing world;
- be able to critically appraise contemporary architectural production;
- have a thorough knowledge of architectural and urban design issues in Aotearoa New Zealand;

- be capable of integrating knowledge from other fields into architectural design and practice;
- think critically, intuitively and autonomously to a high level of professional practice.

2.3.1 Graduate Profile in Relation to Courses

Characteristic	Courses
Be capable of informed discussion and debate on contemporary architecture and related issues.	All courses
Contribute to the social and environmental context within which architecture takes place.	All courses
Engage the complexity of architecture's techniques, procedures, and protocols of implementation as material for creative exploration.	Architectural Technology ARCH8121 / 8122 Studio Research ProjectARCH9111
Formulate practices committed to public legibility, to the engagement of new technologies, and to creative means of implementation.	Architectural Technology ARCH8121 / 8122 Studio Research Project Digital Fabrication
Be committed to new strategies of realisation and high levels of design practice.	ARCH8121 / 8122 Studio Research ProjectARCH9111 Design Economics
Deliver innovation, plausibility, and high levels of technical resolution.	Architectural Technology ARCH 8121 / 8122 Studio Research ProjectARCH9111 Digital Fabrication
Embrace the technical and operative expertise necessary to innovate in a rapidly changing world.	Architectural Technology ARCH 8121 / 8122 Studio Research Project ARCH9111 Digital Fabrication Professional Business Management
Be able to critically appraise contemporary architectural production.	ARCH 8121 / 8122 Studio Research Project ARCH9111 Architectural Theory
Have a thorough knowledge of architectural and urban design issues in Aotearoa New Zealand.	All courses
Be capable of integrating knowledge from other fields into architectural design and practice.	ARCH 8121 / 8122 Studio Research Project ARCH9111 Digital Fabrication
Think critically, intuitively and autonomously to a high level of professional practice.	All courses

2.3.2 Education Pathway | Ngā huarahi mātauranga

Students who have completed a Bachelor's level qualification in Architectural Studies may progress to this qualification. The Master of Architecture (Professional) leads to professional industry registration as an architect.

2.3.3 Employment, Cultural, Community Pathway/ Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki

Leads to Industry Registration as a professional Architect.

2.4 Professional Accreditation

This programme is recognised by the New Zealand Registered Architects Board (NZRAB) , New Zealand Institute of Architects (NZIA) , and the Architects Accreditation Council of Australia (AACA).

Which means this leads to initial industry registration as an architect in New Zealand, through pathway 1.

The Unitec School of Architecture is accredited by the Commonwealth Association of Architects (CAA). Its discipline base springs from the criteria developed by the CAA and endorsed by the NZ Registered Architects Board and the New Zealand Institute of Architects. The agreed competencies underpin the requirements of the Programme Aims and the Graduate Profile. Reviews conducted by a CAA commissioned National Visiting Panel assess compliance with these competencies every five years. Progress on any recommendations are subsequently reviewed on a yearly basis by the Annual Visiting Panel.

The School also has yearly visits from External Examiners (a three-person panel) and a five-yearly Unitec internal quality assurance review.

2.5 Programme Structure | Whakatakotoranga Hōtaka

The programme is structured in a way which allows students to progressively develop intellectual and creative independence and a self-directed approach to learning which prepares them for becoming architectural professionals.

2.5.1 First Year

Each course within the first year contributes to the preparation of students for their final research project the following year. The first year of the programme focuses on consolidating and expanding the students' core architectural competencies which were established within the BAS or other preparatory programme. In addition, students refine their ability to abstract underlying principles of theoretical knowledge and apply these to the practice of design and research.

The Research Methods course (ARCH8011) plays a central role in students' development of becoming self-reflective professionals, in that it highlights in detail the intellectual and creative processes that take place in research and design. Architectural Technology (ARCH8411) engages students in the problematic of realisation by focussing on the techniques, procedures, and protocols of implementation in a spirit of experimentation and speculation. This is further supported by the opportunity that exists via the elective choice to engage in-depth with a particular aspect of architecture. Architectural Theory (ARCH8311) broadens the students' theoretical base and develops their ability to extract underlying principles which can then be critiqued, applied, and experimented with in the design studio. The Professional Business Management course brings the notion of the professional to the students' approach to the practice of architecture and creates a framework for design thinking.

Studio (ARCH8121/8122) is committed to realising complex projects while exercising a high level of design ambition. Reflective practice forms the core of studio teaching, and it is the role of tutors to engage students on a number of levels. Tutors assist students to reflect on their own reflective practice and to balance intellectual and creative processes.

2.5.2 Second Year

The second year is devoted to extending the students' knowledge of theory and practice by undertaking a research project which creatively engages the students' critical, analytical, and communication skills to produce a design which they then evaluate within a critical framework. This year-long research project forms the core of the programme as it both develops and tests the students' ability to formulate, and then comprehensively answer, a research question that encompasses complex creative tasks. The complexity and depth of the requirements for this research project enhances students' ability to respond to the requirements in the architectural workplace.

2.5.3 Research Project

The research project (ARCH9111) is an original investigation into a clearly specified architectural problem individually formulated by the student. The research is driven by a hypothesis, idea, or intellectual position, underpinned by a theoretical framework and capable of rigorous assessment. The results must be embodied as the experimental, innovative, ethical, creative development of a building presented through drawings, models, and writing. The findings must be open to scrutiny, and their academic rigour and integrity assessed through formal evaluation. This is obtained through external examination and public presentation.

The outcomes will be assessed on the basis of whether the building produced as a result of the research answers the initial research question in an authoritative, logical and compelling way, and whether the accompanying written documentation critically appraises both the building produced and the theoretical framework used to inform it.

Projects are individual and students work independently, but the process of analysis, design and the production of drawings, models and written documentation takes place in the familiar and supportive setting of the design studio, under the guidance of a specifically designated supervisor. While the results must be embodied in a proposal for a building and address technical issues of structure and services, the scale and scope of the building, the nature of the research and the methodologies used are dependent on a student's particular interests.

A key component of the research project is the accompanying thesis, which serves as an explanatory document. This document establishes the theoretical framework of the project; it includes the research question, a review of the relevant body of knowledge of theory and practice related to the research question, a description of the development of the work and a critical appraisal of the finished work. It also includes a permanent visual record of the work.

2.5.4 Delivery arrangements

Apart from a limited number of elective courses, the programme is taught wholly within the School of Architecture. There are no off-site components or work placements and there are no requirements for any co-provision agreements.

2.6 Programme Courses | Akoranga Hōtaka

Programme courses have been designed using a constructive alignment approach with clear links between learning outcomes and activities and the graduate profile outcomes of the qualification. Course descriptors for each course are in Appendix 2. Course details are provided through an overview mapping of courses to the Graduate Profile in the table below and a more detailed mapping which clearly demonstrates how the learning outcomes from each of the course's link to the Graduate Profile in the appendix of this document.

Course learning outcomes in this programme:

- are consistent with the programme aims;
- demonstrate how learners will achieve the graduate profile;
- are clear and specified for each component of the programme;
- are measurable and achievable;
- are integrated to provide a balanced and logical programme;
- are presented in a logical, progressive way that demonstrates learners' development of knowledge, skills, and attitudes.

2.7 Mapping course outcomes to the graduate profile

Table 2: Programme Overview - Courses mapped to Graduate Profile

Course Code	Course Name	GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6	GPO 7	GPO 8	GPO 9	GPO 10	GPO11
		be capable of informed discussion and debate on contemporary architecture and related issues;	contribute to the social and environmental context within which architecture takes place;	engage the complexity of architectures techniques, procedures and protocols of implementation as material for creative exploration;	formulate practices committed to public legibility, to the engagement of new technologies, and to creative means of implementation;	be committed to new strategies of realisation and high levels of design practice;	deliver innovation, plausibility, and high levels of technical resolution;	embrace the technical and operative expertise necessary to innovate in a rapidly changing world;	be able to critically appraise contemporary architectural production;	have a thorough knowledge of architectural and urban design issues in Aotearoa New Zealand;	be capable of integrating knowledge from other fields into architectural design and practice	think critically, intuitively and autonomously to a high level of professional practice
ARCH8011	**Research Methods**	**√**	**√**	**√**					**√**	**√**	**√**	**√**
ARCH8121	**Studio**	**√**	**√**	**√**		**√**	**√**	**√**	**√**	**√**	**√**	**√**
ARCH8122	**Studio**	**√**	**√**	**√**		**√**	**√**	**√**	**√**	**√**	**√**	**√**
ARCH8311	**Architectural Theory**	**√**	**√**	**√**					**√**	**√**	**√**	**√**
ARCH8411	**Architectural Technology**		**√**	**√**	**√**	**√**	**√**	**√**	**√**			**√**
ARCH8511	**Professional Business Management**	**√**	**√**	**√**				**√**			**√**	**√**
ARCH8611	*Negotiated Study*											√
ARCH8612	*Studies in NZ & Pacific Architecture*	√	√						√	√		
ARCH8613	*Urban Cultures*											
ARCH8614	*Housing in Cities_H2*	√	√			√			√	√		√
ARCH8618	*Digital Fabrication*				√		√					
ARCH8619	*Design Economics*	√	√	√						√	√	
ARCH8620	*Revit: Beauty and the BIM*				√							
ARCH8621	*Negotiated Studio*						√					√
ARCH8622	*Negotiated Studio*						√					√
ARCH8623	*Special Topic 1*	√										√
ARCH8624	*Special Topic 2*	√										√
ARCH8631	*Special Topic 3*	√										√

ARCH8626	*Essentials of Energy Efficient Housing Design 1*											
ARCH8627	*Essentials of Energy Efficient Housing Design 2*											
ARCH8628	*Re-designing Earthquake Prone Buildings*	√	√	√			√	√			√	√
ARCH8629	*Building Conservation*		√			√				√	√	
ARCH8630	*Sustainable Communities*											
ARCH9111	**Research Project**	**√**	**√**	**√**		**√**	**√**		**√**		**√**	**√**

Full mapping of course Learning Outcomes to NSCA Standards are located in Appendix 2.

2.8 Student Capability

The purpose of the MArch(Prof) programme is to prepare students for practice in the architectural profession. To achieve this, it is necessary that students engage in education that enables them to move beyond following set briefs and design tasks undertaken at the Bachelor level, to be able to add to the knowledge of the profession, and to identify and creatively solve new problems in areas such as, for example, sustainability, urban design and housing in relation to social and cultural issues.

2.8.1 Students' Prior Knowledge and Experience

MArch(Prof) students will develop strong analytical skills which enable them to reflect critically on their own creative production, as well as on architectural problems in general. The foundation of these analytical tools is laid within the undergraduate (Bachelor of Architectural Studies) programme, and extended, strengthened and honed throughout the Masters programme.

Many of the electives offered within the MArch(Prof) programme are also available as a Level 7, fifteen-credit version to students in year three of the Bachelor of Architectural Studies programme. It is envisaged that both the Level 7 and Level 8 versions will be delivered concurrently, but the MArch(Prof) students will undertake a more challenging research-rich assignment which tests Level 8 learning outcomes and takes into account the fifteen-credit value of a MArch(Prof) elective course. Students who have undertaken a particular elective at Level 7 are not able to enrol in an elective of the same name at Level 8.

2.8.2 Academic Literacies Development

The literacy development of the student is embedded at every level of the programme. Developing written and academic literacies is an ongoing part of the Research Methods strand. Digital literacies are developed in the Design Studio, usually as part of CoP's. Being visually literate (that is, drawing and sketching is both a vital part of the design process and for the student's ability to communicate their learning in the Design Studio. The Development of critical thinking/problem solving is embedded in the design process at every stage.

A function of Design Studio, as well as the strand Architectural Theory assesses the student's Higher Order Thinking skills involving analysis, evaluation and synthesis (creation of new knowledge). These are thought to be of a higher order, requiring different learning and teaching methods, than the learning of facts and concepts. Higher order thinking involves the learning of complex judgmental skills such as critical thinking and problem solving. It is understood that higher order thinking is more difficult to learn or teach but also more valuable because such skills are more likely to be usable in novel situations (i.e., situations other than those in which the skill was learned).

The students are made well aware of the literacy demands of programme, not only written, but also visual, digital and academic.

Through close communication with their peers in feeder programs (Bachelor of Architectural Studies) the teachers are well aware of the literacy level of the students.

2.8.3 Learner Autonomy

Because of the open nature of the architectural discipline, and the reliance on the student's own worldview, student autonomy is crucial. Teachers are needed to guide the student through their learning process. Planning, managing, and reflecting on the process is fully encouraged, as is how to present knowledge learned.

Implications of Student Autonomy

The student only has a set number of hours of /face time with any given tutor. These face-time hours are far exceeded by the number of hours that a student is expected to be occupied in order to complete the course. A result of this is that students must operate with some autonomy and have

responsibility to themselves for achieving the outcomes as agreed upon with the tutor of their own learning process.

The nature of the Studio design briefs (either teacher generated, or student generated) lead students to engage in a range of specialised, familiar, and sometimes unpredictable learning contexts. That is students are required to research past methods of discovering design problems, achieving solutions to these design problems. Students are also encouraged to offer a fresh perspective to common architectural design problems.

The nature of Design Studio, and the intellectual exchange, conversations and interactions that take place there leads the students to participate actively in group settings, for example working together to create a site model, or a site analysis, but take personal responsibility for their own personal design and generate individual outputs. That is, students are responsible for drawing their own drawings and modelling their own models to explain their particular design point of view in consultation with selected teachers. It is common for the student to informally consult with each other on ways to do this in the Design Studio.

In the carefully cultivated Design Studio culture, students are encouraged to evaluate their own work and evaluate the outputs of others, both in formal critique situations and informally during the design process.

The Design Studio culture acts as a place where students participate in the realm architecture as critics, historians, and practitioners. In the first semester this year, for instance, three projects were offered, pertaining to an architectural site in Rome, an opera project in New Market (Auckland) and a train station in Parnell. They all included substantial critical analyses of their respective sites and their history and obviously had to deal with the practical design problems pertaining to a project on such complex sites.

2.8.4 Student Collaboration and Cooperation

While the research project is individual, the work is conducted in a studio setting, a context which encourages debate and dialogue among students and tutors working in the studio. Work will be subject to critique at certain key stages. Apart from the informal critique which occurs on a regular basis within the studio, more formal critique sessions are programmed throughout the year, and will include both internal and external critics. Expectations in terms of what should be presented at each stage for critique are communicated to the students at the start of the year. The critique sessions are designed to give students feedback on their projects, which they then use to further develop their projects. The various layers of feedback, from the informal to the formal, reinforce the iterative nature of both the design and research processes and form a key part of the learning approach.

2.8.5 Students' Resources and Resourcefulness

It is common practice in Design Studio to put the students into groups to research and develop areas of expertise that are integral to the wider understanding of the brief. These groups act as independent Communities of Practice that then share their knowledge with other groups within the Design Studio. This provides opportunities for students to develop shared understandings and collaboration.

Often in the formulation of the brief, and in the Studio Design process, engagement with industry/ and other external groups. This often takes the form of interim critique sessions and brief lectures from experts in the field or related fields of particular interest to the brief.

In the Design Studio an environment is created where a mix of self-sufficiency and collaboration is engendered by learning conversations and shared responsibilities (e.g., CoP's). This builds a support

network among the students in the Design Studio that can help give students confidence to know what is required, and the quality of what is required.

Students have always had the opportunity for input into the brief as long as the basic learning functions are fulfilled. This is commonly known as interrogating the brief.

The organisation of assessments is holistic; it supports cumulative learning in ways that depend on the nature of the course. In the first year Studio, there is a series of evaluation events (typically three or more per semester) that are structured around various stages of the projects students are doing. (The number and scheduling of assessment events depends on the nature of material.) Taught courses also typically have multiple evaluation events. In the case of some electives, students are working on a single major project for the whole semester and in that case, evaluation is given for the whole project. The evaluation of the final thesis (ARCH9111) is based on the final examination, following normal academic practices for the evaluation of such work.

2.8.6 Conversations in Learning

In the Master of Architecture (Prof.) the predominant form of learning comes via informal student-teacher dialogue, student-student dialogue (the students need not be in the same year) and with members representing other disciplines. It is impossible to organise Studio teaching (let alone Studio teaching at postgraduate level) without these forms of intellectual exchange. Again, the most important conversation usually takes place in the Design Studio, the main function of which is to facilitate such conversations by acting as the centre of learning and the place where the learning process happens. Note that because of the nature of educational process, and because other courses directly pertain to studio, the content of other courses is regularly discussed in studio as well. This is facilitated by the fact that most staff teaching other courses are also actively teaching in Studio.

Implications of Conversation-led Learning

In the Design Studio, students engage in complex conversations regarding all aspects of their designs (from the initial conceptual framework right through to ways to demonstrate their newfound knowledge via presentation techniques. Each student brings their own worldview and unique experience to the discussions, each demonstrating intellectual independence from each other as well as various teachers and other experts.

As most students work in the design Studio, their process is there for all to see. This individual student-generated content becomes the basis for critically reflective conversations within the discipline with each other and other teachers.

Because of the encompassing nature of the architectural discipline, conversations often involve interdisciplinary engagement (engineering, urban design, the theory of art, construction) and the evaluation of other theoretical concepts as they come up.

2.8.7 Learning New Technologies

Technology plays a very important role in the Master of Architecture program. In communicating with students, various electronic techniques are used from email to Moodle.

In the classroom and lecture theatre video, PowerPoint, and PDF presentations are used. These are all typically available after the lecture on Moodle.

2.8.8 Managing Change and Uncertainty

A variety of teaching and learning approaches is undertaken, with the emphasis firmly on independent study. Lectures, seminars, and studio teaching are the main delivery methods of the first year of the programme and these are designed to foster the skills in research, critical reflection and analysis required for the second year. Students are required to establish and develop a

commitment to becoming reflective practitioners. As Donald Schön[4] describes, this involves practice, reflection on the process and outcomes of that practice, and then further practice which is informed by the reflection. These processes are supported in the programme by critical and constructive critique from tutors.

In the second year of the programme, students undertake a single, design-based, self-directed, research project. Each student is assigned both a Principal and Associate Supervisor, selected according to the nature of the project undertaken, and approved by the Post-graduate Board of Studies. In addition, professional and academic advisors may be appointed where specialist knowledge is required. The supervisor's role is to ensure the student is making satisfactory progress and achieving the required standards.

2.8.9 Demonstrating Ethical Conduct

The studio tutors and the project supervisors, apart from being experts in relevant subject areas, play a major role in helping students to achieve ownership of their learning needs, as well as evaluating student progress and providing critical and constructive feedback.

Critical feedback is essential in the process of supporting students in their attempts to integrate theory with practice and adopt and refine the necessary ethical and professional values. Critique exposes intellectual and practical challenges within the students' work, which need to be resolved. This role of 'critical friend' is important for the students' development as autonomous professionals and to enhance their confidence as independent decision makers.

2.8.10 Engaging in Interdisciplinary Opportunities

Lecturers and teachers are all either currently engaged in the industry or maintain networks to sustain communication with major contacts in the professional field. And the employment of leading architectural practitioners as adjunct professors ensures that content knowledge is included and up to date.

Skills, attributes, and capabilities that are demanded in the architectural discipline in New Zealand, and world-wide, are evident in the graduate profile.

The graduate profile also integrates complementary discipline knowledge, skills, and attributes from related fields like engineering, CAD professionals, urban design, and construction.

Flexibility and adaptability are required but first students need to be confident in disciplinary knowledge. The knowledge of architecture as a discipline is founded on the architectural canon of knowledge, a living, thriving thing framed by architectural theory, architectural history, and the celebration of contemporary architectural practices and their work. Professionally, The New Zealand Accredited Architects' Board prescribes exactly how a perspective member can be registered, and their comportment once registered.

Architecture is a holistic field, incorporating multiple perspectives, identities, and points of view. There are a number of related disciplines for the student to research and from them to identify core interdisciplinary values, content, and processes that enrich their knowledge of Architecture. For example, Urban Design, Product Design, Graphic Art, Environmental Sustainability, Construction, Art History, CAD all share values, content, and processes with the architectural discipline.

In the learning process the student must evaluate and critique disciplinary knowledge as it relates to their project in the context of other disciplines and common architectural practices. They synthesise their knowledge of these in their Studio designs. This gives the student the ability to be able to see

4 Schon, D. (1990) Educating the reflective practitioner: Towards a new design for teaching and learning in the professions. San Francisco: Jossey-Bass

the architectural professions from other points of view, thus be able to collaborate with other professions/disciplines.

The Master of Architecture (Prof.) programme offers elective courses from different disciplines.

2.8.11 Exploring Career Options

In addition to the academic requirements, students are required to complete 480 hours of work experience within the discipline of architecture. Work experience is an important component of the students' development, as they have the opportunity to be exposed to the concerns of the profession in an immediate and meaningful way. The opportunity exists for students to pursue any areas of interest identified during work experience for their research project.

2.8.12 Designed and Appropriate Student Development

Critical reflection is a core component of both studio and theory courses in the first year of the Masters programme. As students move from Level 8 to Level 9, they become increasingly independent and their ability to reflect critically develops in tandem. The tutor plays an important role in developing this ability in the students, and while it is an important component of all teaching and learning strategies, it becomes the central focus of studio teaching, where the tutors' role in giving critical and constructive critique helps to nurture and strengthen students' reflective capability.

2.8.13 Supporting Māori and Pacific Students

The School of Architecture is well placed to support Māori students within the programme. The School has an active and creative group dedicated to exploring architectural issues within te ao Māori (the Māori World): Te Hononga o Whaihanga ki Wairaka is a formal centre for Māori Architecture and Appropriate Technologies and is supported by the School's Kai Takawaenga (Senior Māori adviser), and a number of key Māori academic staff members. In addition, there is Te Runanga o Whaihanga, the Māori advisory body to the School.

Whilst especially dedicated to supporting Māori students, Te Hononga staff are available to support and/or supervise any student whose research project engages with te ao Māori.

2.8.14 Student Support

In the first year of the programme all new students are welcomed onto the programme with a powhiri held at the Unitec marae. It is here that students and staff formally acknowledge each other.

Masters' students have already completed an undergraduate degree and proved their competency in the discipline, academic literacies, autonomy and collaboration. In the first year of the programme emphasis is placed on supporting and advising students to design their thesis proposal for approval.

2.8.15 Work Experience

In addition to the academic requirements, students are required to complete 480 hours of work experience within the discipline of architecture. Work experience is an important component of the students' development, as they have the opportunity to be exposed to the concerns of the profession in an immediate and meaningful way. The opportunity exists for students to pursue any areas of interest identified during work experience for their research project.

3. PROGRAMME DELIVERY

This section addresses programme approval Criterion 3 by describing the how the delivery methods are adequate and appropriate, given the stated learning outcomes for the programme.

Information in this section demonstrates:

- the appropriateness of the programme's delivery modes (e.g. face-to-face, online/distance, blended);
- the appropriateness of the programme's delivery methods; and
- how academic integrity will be maintained through delivery.

It is important delivery methods do not place learners, staff, or the public at risk. The programme must identify any potential risks and demonstrate how they will be addressed. Delivery methods also need to include consideration of cultural safety and ethical practice.

3.1 Delivery modes

To develop the capabilities of critically analysing information and formulating an argument, a recommendation, or an architectural design, the student must be motivated to think and investigate in ways which promote this process. Student-centred learning techniques have been adopted for this programme as the best means of achieving this aim. Student-centred learning creates the environment for self-directed learning.

Students are therefore encouraged to develop independent learning habits as appropriate to the educational aims required within the programme. These habits, or techniques, include critical reading, data acquisition, and independent research as key methods for achieving these educational aims.

The programme adopts a lecture/tutorial/studio format for the delivery of course material, with content being spread over the different delivery techniques, including the self-directed aspects of the programme. Consequently, there is a need to integrate structure, delivery, assessment and research methodology. Assessment types and nature vary throughout the degree.

There is more reliance on self-directed learning as students' progress from year to year. By progressively transferring learning responsibility to the student, lecturers assist the student in the development of the knowledge and abilities required for self-directed learning. This transference is critical to the enhancement of students' critical confidence and creative assertiveness.

In order to affect the transition of learning from lecturer to student, staff employ various delivery strategies developed for this purpose, including small group learning practices, the incorporation of the critique as a learning activity and emphasis on the role of student participation.

Immersion in a matrix of such learning environments and activities heightens student self-perception by fostering the complementary skills of self-awareness and self-esteem. The learning environment is structured to support the pursuit of attainable challenges, and an understanding of when assistance is required, and how and where to find it.

3.2 Delivery methods

The Master of Architecture (prof.) programme provides a holistic learning environment for the student. All strands (Theory, Technology, Professional) are required to feed back into the Studio component of the degree (as required by accreditation). This results in each student being responsible for his or her own unique scholastic requirements that are then translated into an end result perfectly weighted to the student's own needs, then evaluated as such.

The emphasis on Studio as the central component of the educational process is the standard aspect of modern architectural education. Other courses that exist within the programme are intended to correlate to Studio; the material they present to the students supports, in various ways, students' architectural and intellectual development that occurs in the Studio. Some of these courses pertain to specific problems dealt with in the Studio (technology); others enable students grasp the wider perspective on these problems (theory) or develop their academic literacy and enable them to formulate new questions, paradigms or approaches to the questions that interest them.

In discussing the application of the Learning and Teaching strategy in Master of Architecture (Professional) programme, it is important to bear in mind that all teaching is at post- graduate level. In the second year of the programme, the students work on their final Master thesis. It is hard to imagine how they could complete the programme if they would not be supported by the School according to the principles of the Learning and Teaching strategy, for instance if their intellectual exchange with their supervisors would not constitute appropriately complex conversation.

Generally, it is important to bear in mind that the educational process in a postgraduate programme has to be research orientated. The standard NZQA definition of research provides important guidance in these matters. It defines research as "original investigation undertaken in order to contribute to knowledge and understanding and, in the case of some disciplines, cultural innovation or aesthetic refinement." Research according to this definition typically involves enquiry of an experimental or critical nature driven by hypotheses or intellectual positions capable of rigorous assessment by experts in a given discipline. It is an independent, creative, cumulative and often long-term activity conducted by people with specialist knowledge about the theories, methods and information concerning their field of enquiry. Its findings must be open to scrutiny and formal evaluation by others in the field, and this may be achieved through publication or public presentation.

For architectural education it is particularly important that the definition states that "the investigation and its results may be embodied in the form of artistic works, designs or performances" and that research also includes "the experimental development of design or construction solutions, as well as investigation that leads to new or substantially improved materials, devices, products or processes." At the same time, research under this definition excludes "routine professional practice (e.g. in arts, law, architecture or business)."

The implication of this definition is that the work done by a student that does not correlate with this definition of research would simply not be passable at the final examination. In order to fulfil the requirements implied by a postgraduate educational process, the School has had to develop teaching practices in accordance with the main principles of the Learning and Teaching strategy from the inception of the programme. Let us consider how these practices work in the context of the main ideas of the Learning and Teaching strategy.

3.2.1 Research Project

The research project (Thesis) is an original investigation into a clearly specified architectural problem individually formulated by the student. The research is driven by a hypothesis, idea, or intellectual position, underpinned by a theoretical framework and capable of rigorous assessment. The results must be embodied as the experimental, innovative, ethical, creative development of a building presented through drawings, models and writing. The findings must be open to scrutiny, and their academic rigour and integrity assessed through formal evaluation. This is obtained through external examination and public presentation.

The outcomes will be assessed on the basis of whether the building produced as a result of the research answers the initial research question in an authoritative, logical and compelling way, and whether the accompanying written documentation critically appraises both the building produced and the theoretical framework used to inform it.

Projects are individual and students work independently, but the process of analysis, design and the production of drawings, models and written documentation takes place in the familiar and supportive setting of the design studio, under the guidance of a specifically designated supervisor. While the results must be embodied in a proposal for a building and address technical issues of structure and services, the scale and scope of the building, the nature of the research and the methodologies used are dependent on a student's particular interests.

A key component of the research project is the accompanying thesis, which serves as an explanatory document. This document establishes the theoretical framework of the project; it includes the research question, a review of the relevant body of knowledge of theory and practice related to the research question, a description of the development of the work and a critical appraisal of the finished work. It also includes a permanent visual record of the work.

3.2.2 Research Contributions to Curriculum and Culture

A significant proportion of the Masters teachers are engaged in research activity.

In 2010 teachers on the Masters produced over 50 peer reviewed research outputs. These included research presentations at conferences and publications in research journals.

At present three staff are currently engaged in or have completed PhD in one of the disciplines within Architecture. A large proportion of the teachers are members of the NZ Institute of Architects, a professional body dedicated to serving the professional and educational interests of Architects.

This commitment to inquiry and research in the discipline of architecture contributes significantly to the Masters programme. The new knowledge gained from research findings is integrated into the academic support for thesis students.

3.2.3 Considering Māori Perspectives

Consultation with Māori advisors suggests the research project provides opportunities for Māori to pursue matters of importance to them and to succeed. The studio environment, with its accompanying cohort, has parallels with the Māori concepts of whanau and provides an environment of mutual support and encouragement. The oral presentation nature of critique sessions enables Māori to draw upon their oral traditions. Most importantly, however, the project provides for the student to define their own practice-related project and negotiate appropriate supervision. This inherently allows Māori students to pursue projects of a suitable scale and level of complexity that they believe are appropriate for their own needs and aspirations.

3.2.4 Sustainability

Sustainability is a theme present throughout the Masters programme. Many students chose to focus their research on sustainability issues. Students have been well grounded in information and ideas of environmental sustainability, and these are then further explored in Masters studies.

3.2.5 Disciplinary Knowledge

The study of architecture has been part of the scholarly and social landscape for thousands of years in a multitude of cultures around the world. The architectural canon of knowledge is a living, thriving thing framed by architectural theory, architectural history, and the celebration of contemporary architectural practices and their work. Professionally, The New Zealand Registered Architects' Board prescribes exactly how a perspective member can be registered, and their comportment once registered. Part of the requirement for completion of the Master of Architecture (Prof.) is 480 hours work experience in the architectural field.

Implications of the Architectural Discipline on the Student

Students engage in creating knowledge in highly specialised areas of architecture, for example technology-driven high performance cladding systems, or the proposition of applying Derridian literary critique to the shape of a hospital. The results are unpredictable because the context is always changing.

There are a number of related disciplines for the student to research to enrich their knowledge of Architecture. For example, Urban Design, Product Design, Graphic Art, Environmental Sustainability, Construction, Art History, CAD.

In the learning process the student must evaluate and critique disciplinary knowledge as it relates to their project in the context of other disciplines and common architectural practices. They synthesise their knowledge of these in their Studio designs.

During the design process, the students generate and analyse collected data and reach coherent conclusions about their topic of investigation. This is presented in the final Studio presentation (both written and visual). Areas for further study are always discussed at the critique phase, if not before.

3.2.6 Fostering Curiosity and Enquiry

Enquiry has to be at the heart of a postgraduate programme, such as Master of Architecture (Prof.)otherwise NZQA's research requirements will not be fulfilled. The discipline of architecture has, by nature, practically unlimited avenues to pursue. Formulation of questions, types of research, testing ideas and generation of new ideas can be done in a narrative or visually; through cultural, social or technological lenses; can be geared toward practical application or to test the bounds of theory.

With such an open-ended discipline, the relationship between the student and the teacher is of vital importance. Because the course is uniquely geared to each student, the teacher has a responsibility to understand the student's individual requirements, thus opening a two-way dialogue between the student and teacher where each party benefits.

Implications of this Style of Enquiry for the Student

Because of the holistic, encompassing nature of architecture, the student must establish specialised questions based on their worldview (i.e., narrative-visual; cultural-technological-social et cetera). This view must be informed with research, then synthesised into a legible Studio design or narrative. This is a difficult, time consuming, soul-searching task that needs guidance from an experienced teacher.

There are many avenues of research available to the student ranging from (but not limited to) books, journals, visiting buildings, interviewing prominent architects, surveying building types, attending specialist lectures. Experts in other fields (e.g., engineering) are also available. The teacher is crucial in helping direct the students' research in ways that will be beneficial to obtaining the desired end result.

In formulating and presenting their Studio design, the student obtains, evaluates and synthesises complex information using criteria (for example, site analysis, theoretical positions, various social or psychological factors) that have agreed upon with the teacher based on the student's own world-view for the target audience.

As the student discovers and frames their own worldview, and formulates ways to express it through architecture, they have the primary responsibility for determining their own direction and process.

3.3 Workplace practice

Real life examples from around the world and in New Zealand are always used in the technology stream of the programme. Visits and projects based on pre-eminent new examples of architecture in Auckland are compulsory. Each student must complete 480 documented hours of work in the architectural field before they can graduate.

Teamwork is encouraged in the programme through the Design Studio culture and student peer reviews of their individual process. This also sharpens critique skills and communication techniques. Professional skills are expected in terms of presentation techniques and CAD ability – two very important industry ready skills.

Lecturers and teachers are all either currently engaged in the industry or maintain networks to sustain communication with major contacts in the professional field. The School has excellent contacts with the professional community, and a large number of practicing architects actively work as part-time staff in Studio.

Students in the Master of Architecture (prof.) programme have a wider view of where they want to go. The NZIA also provides information on the steps the graduate needs to take to become registered.

Unitec employs leading architectural practitioners as adjunct professors (for example, Gary Lawson from Stevens Lawson). They are involved in teaching, learning, evidence gathering, and verification. These practitioners are also involved in the formulation of design briefs in Design Studio. This ensures that the brief, the focus of the student's attention, is realistic to industry.

The curriculum includes the development of professional skills (management, marketing. Accounting et cetera) through the Business Administration strand in the programme.

3.4 Academic Integrity

Academic integrity relates to meeting moral or ethical principles in educational settings. Commitment to these academic principles creates a foundation for successful personal and professional participation and enables citizens to contribute to the broader community, work, and society.

Unitec is committed to the highest standards of integrity, respect, and professional conduct. This commitment informs every aspect of our working life, from respectful interactions with colleagues to integrity in all our academic and professional endeavours. We hold our students to the same high standards, and we are committed to providing the policies and resources necessary to support their success as learners and citizens.

Academic integrity practices apply the principle of Whakaritenga – Legitimacy, which requires that academic decision-making processes legitimise the contributions of others and ensure that ethics and integrity inform subsequent actions.

The following are some of the initiatives which are employed to ensure academic integrity in this programme:

- Academic Integrity Policy and Student Disciplinary Statue are discussed with students at the beginning of the programme
- Moodle sites for each course contain the Academic Integrity Statement and a link to Unitec's Academic Integrity Policy and Student Disciplinary Statute
- Assessment design includes authentic tasks including situated and personal experience rather than generic assessment tasks, and close integration of assessment tasks with course materials and activities
- Inclusion of formative activities with the added purpose of giving teachers an indication of student's competency

- Questions are employed that require students to demonstrate how they use information rather than simply reiterate what they have learned.

3.5 Te Noho Kohatitanga

Unitec is committed to creating an education environment that aligns with its obligations to the *Treaty of Waitangi*. The foundation of this commitment at Unitec is *Te Noho Kotahitanga* - a partnership document built on five principles, which are demonstrated in this programme in a number of ways.

- **Rangatiratanga (authority and responsibility)**: Māori have authority over, and responsibility for, all teaching and learning relating to Māori dimensions of knowledge.
- **Wakatitenga (legitimacy)**: all stakeholders have a legitimate right to be present, to speak freely in their own language, and to put their resources to use for the benefit of all.
- **Kaitiakitanga (guardianship)**: Unitec accepts responsibility as a critical guardian of knowledge.
- **Mahi kotahitanga (co-operation)**: all actions are guided by a spirit of generosity and co-operation.
- **Ngākau mahaki (respect)**: the heritage and customs, current needs, and future aspirations of Māori and Pākehā are respected and valued.

The principles of Te Noho Kotahitanga also underpin Te Tipare Framework, which is the mātauranga Māori expression of the Learning & Teaching Strategy, and our strategy for Māori Success. These two strategies have an important role in programme development at Unitec, most significantly in the determination of content, pedagogy, and assessment (see Appendix 1).

3.6 Te Tīpare Framework for embedding Mātauranga Māori

The Te Tīpare framework has been designed to support staff in the embedding of mātauranga Māori in their professional role at Unitec. This framework highlights the key values of ako (teaching and learning), aro (reflective practice) and whanaungatanga (relationships). The concepts of ako, aro and whanaungatanga underpin the design of this programme and the courses contained within it, including classroom delivery, teaching practices and assessment.

In te ao Māori, the concept of ako means both to teach and to learn. It recognises the knowledge that both teachers and learners bring to learning interactions, and it acknowledges the way that new knowledge and understandings can grow out of shared learning experiences. Aro, on the other hand, encourages thinking and reflection on past, present and future events or experiences and supports growth and transformation. In the Te Tīpare framework aro encourages staff to adopt reflective practices and to design assessment approaches and tools that apply Māori knowledge, concepts and methodologies plus enable student preferred pedagogies.

Lastly, whanaungatanga is about relationships and whānau working together to make decisions and act in ways that support the betterment of the whānau. In the Te Tīpare framework whanaungatanga supports teachers and programmes to engage with Māori whānau, stakeholders and communities and provide culturally safe learning environments.

To ensure student success, it is also important that staff can critically reflect on their professional practice using the Te Tīpare framework. The 6 pou of the framework are focus areas where staff can impact and influence the success and holistic wellbeing of all Unitec students, especially Māori. Staff can use Te Tīpare as an individual, and as part of their team. In the Applied Business Programmes:

- all courses will be reviewed annually using the framework, and action plans will be drawn up to deliver course improvements. These action plans are included in Programme Evaluation Plans reviewed at the Programme Action and Quality Committee (PAQC).

- staff work with the Ako Ahimura: Mātauranga Māori team to review mātauranga Māori outcomes, content, pedagogy, relationships, and delivery.

3.6.1 Embedding mātauranga Māori

The programme focus on strengthening students' understanding of mātauranga Māori in a number of ways in the programme delivery, including:

- Basic understanding of tikanga Māori, Te Reo Māori, and the Treaty of Waitangi /Te Tiriti o Waitangi is embedded within courses.
- Students participate in a pōwhiri and wānanga. The wānanga will comprise discussions about Te Ngākau Mahaki, a tour of culturally significant sites at Mt Albert Campus including the campus wharenui and whakawhanaungatanga-based activities to strengthen relationships between lecturers and students. This is to ensure that all students are connected to space, face and place at Unitec.
- Students' confidence in using Te Reo Māori is developed:
  - by introducing discipline-specific Māori words and concepts to students learning, the classroom and their environment. Unitec celebrates annually both Matariki and Te Wiki o Te Reo Māori which provides further opportunities to engage with Te Reo Māori, tikanga Māori, kaupapa Māori and mātauranga Māori;
  - through the use of specific content – pepeha (talking about your place of origin), mihi (acknowledging others through formal speechmaking), karakia (prayer) and waiata (songs).
- Students' confidence in applying Te Noho Kotahitanga (TNK) is developed via:
  - Providing Living Te Noho Kotahitanga workshops for students. Here they will have the opportunity to explore and apply the values of TNK within their learning and practice. It is also envisaged that students will continue to apply the values of TNK in their work and career;
  - The use of class-based (akomanga) and self-directed (mahi-ā-ipurangi) delivery methods.
- Programme teaching staff are supported by 'Priority Group Success Champions' within the School, as well as by Kaihautu and Priority Group Academic Development Lecturers. Support from external Māori stakeholders is available if needed.

In addition:

- Specific content is provided by expert guest speakers and external mātauranga Māori experts;
- Unitec's Te Noho Kotahitanga marae is used as a teaching space;
- Concepts and methods such as leveraging tuakana-teina relationships, mahi kotahitanga (group work) and āta (peer-review) are widely used in the programme; and
- The concept of ako (a reciprocal relationship between teaching and learning) is key to programme delivery

3.6.2 Tuākana/Tēina mentoring to support success of Māori and Pacific students

Literally translated, tuākana is a concept that refers to older siblings, or more senior in genealogical terms. Tēina refers to the younger siblings or less senior lines in genealogical terms. Tuākana and Tēina in an educational context provides a supportive framework for students, where tuākana are more expert in a particular area and provide help and guidance for the tēina who has less expertise. Tēina can become tuākana as their skill level increases.

The tuākana / tēina mentoring system is a new initiative for priority group success. The initiative will operate within the Peer Assisted Study Support (PASS) framework and includes weekly classes, controlled ratios of tuākana to tēina, and delivery methods to suit the need of the learners involved (individual lessons, small groups or workshops).

In this programme courses have been identified where the installation of Tuākana / Tēina mentoring will support Māori and Pacific students to succeed in their chosen programme of study. Teaching staff will identify students suitable for appointment as tuākana (note: tuākana are not necessarily Māori but must have performed well in the course as a first-year student). Student Success teams will train and support tuākana, and at later stages, evaluate and report on success of the programme.

3.7 Learning and Teaching Strategy

This programme applies the principles of Unitec's Learning and Teaching Strategy to improve the success of all learners. Unitec's approach to learning and teaching is to manaaki the success of our learners and communities, led by Te Noho Kotahitanga. This principles-based approach aims to provide high quality learning, teaching and applied research that develops work-ready lifelong learners.

The objectives of the Learning and Teaching Strategy seek to provide an opportunity for students to develop capabilities to deal with the complexity and uncertainty that is a feature of modern workplaces. These objectives are expressed as learning and teaching goals:

Kura ako[5]

Ensures the design of contemporary programmes, courses and assessment to develop work-ready life-long learners resulting in programmes and courses that:

- are based on industry and community needs and designed to meet the Graduate Profile
- are research informed;
- support parity targets and Priority Group Success Strategies by embedding authentic Māori and Pacific worldview, content and pedagogy;
- employ the most appropriate mix of learning modes (blended, online, face-to- face, work based) for the targeted group of learners;
- factor the wellbeing of learners into learning hours and scheduling;
- plan for the use of pedagogically appropriate digital learning technologies across the programme;
- explicitly connect learning outcomes, pedagogy and assessment (constructive alignment);
- seek opportunities for innovative approaches to design, delivery and recognition, including collaboration across the sector.

And assessment that:

- provides valid evidence of achievement of learning outcomes;
- is quality assured;
- promotes learner engagement and enhances learning;
- is authentic/real-world where possible, contributing to positive learning and development of capabilities for the workplace.

Ako[6]

Continues to enhance the quality of learner-centred teaching and learning, by ensuring that learning and teaching:

- builds and maintains respectful and reciprocal learning relationships (whanaungatanga) to enhance learning;

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5 **Kura Ako –** School of Learning

6 **Ako** – actively promotes the reciprocal relationship between the learner and teacher. It is premised in the sharing of knowledge, experiences and skills. Ako recognises a joint responsibility and obligation to teaching and learning

- uses a range of teaching techniques and activities to support chosen delivery modes;
- is based on ako and requires the active engagement of learners;
- uses a range of appropriate strategies to enhance the success and confidence of diverse learners;
- engages learners in regular feedback to support their learning;
- uses pedagogically appropriate digital technologies;
- applies learning to real world contexts, environments and expectations;
- considers the full range of learner needs, partnering with other support services where appropriate, to ensure all aspects of learning support is provided.

Arotake[7]

Engages in ongoing reflection and evaluation seeking ever greater success in learning & teaching, and learner outcomes by:

- continuing to review and enhance our academic quality systems and practices, including governance oversight;
- continuing to develop and implement robust evaluative practices at programme and course levels, leading to informed change and improved outcomes;
- continuing to support our kaiako (teachers) to be reflective practitioners who use a range of evidence to reflect and evaluate their own teaching practice, making adjustments where appropriate.

Kaiako[8]

Kaiako (teachers) continue to be engaged and inspired. They are supported to design and facilitate great learning/teaching by:

- continuously improving our Teacher Capability Development systems to meet teachers', learners' and institutional needs;
- supporting our kaiako to continuously develop capability in all aspects of our teaching competency and Te Tīpare frameworks;
- encouraging and supporting our Kaiako to engage with industry and community, and to continue to develop discipline/industry expertise;
- providing opportunities for our kaiako to share good practice and support them to gain acknowledgement through promotion and through teaching awards.

7 **Arotake** - a continuous and ongoing process of reflection and evaluation, seeking ever greater success in the way we design, facilitate, assess learning, and provide support for our learners

8 **Kaiako** – our teachers

4. ASSESSMENT AND MODERATION

This section addresses Programme Approval Criterion 6 by presenting evidence that assessment methodology is fair, valid, consistent and appropriate, given the stated learning outcomes, and there is an effective system for moderation of assessment materials and decisions.

It also addresses Accreditation Criterion 1 by demonstrating how the institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.

This section includes an explanation of:

- the programme's assessment rationale;
- what the programme places value on;
- how standards of achievement will be maintained;
- how assessment schemes/schedules have been developed and how they are appropriate for the programme;
- how assessment planning will occur; and
- how, in particular, Objectives 3 and 5 of Unitec's Māori Success Strategy have been realised in developing assessment strategies for this programme.

4.1 Assessment

Assessment practices adhere to Unitec's *Assessment, Moderation and Grades Policy*. This policy mandates that:

- all Unitec programmes employ appropriate assessment and feedback practices that enhance the quality of student learning and evaluate achievement;
- assessments will be consistent with the requirements of the *Academic Development and Approval Policy*;
- will be fair, valid and consistent; and
- utilise transparent processes.

Over time, it is anticipated that programme feedback and course/student evaluations will result in refinements to assessment methods and events.

In addition to this policy, a network of policies and procedures attached to Unitec's *Academic Statute* (including the *Programme Regulations*) is used to guide and address issues of:

- appeals;
- assessment criteria;
- content;
- estimation;
- extra time;
- information;
- marking turn-around;
- scheduling; and
- supervision.

Working within the statute and relevant policies, procedures and regulations allows teachers to assess students' progress in a way that is fair for students and that can adequately measure learning.

Assessment approaches and tools are designed to be diverse and responsive to students' preferred learning and teaching styles[9].

The assessment process is designed to:

- evaluate the achievement of the programme aims and objectives;
- assess students' capabilities in a fair, valid, and reliable manner;
- stimulate and enhance learning;
- provide students with feedback regarding their own learning for and developmental purposes; and
- evaluate students' achievement and the demonstration of specified learning outcomes.

4.1.1 Assessment basis

Assessment in this programme is achievement based using an 11-point grading scale. Students must obtain at least 50% overall score in any achievement-based course in order to pass that course.

Achievement-based assessment measures how well the learner has achieved in relation to pre-established criteria which are related to grades and reports a range of levels of achievement.

The advantage of using achievement-based assessment is that, as the criteria are distributed prior to the assessment event, they act as a statement of expectations. Formative and summative assessments provide criteria-based feedback to students and provide a clear indication of what is required to improve. The use of pre- established criteria is particularly important with regard to the research project and acts as a guide for students and supervisors during the various key stages within the project's development.

4.1.2 Feedback

Learners are provided with fair and regular feedback on progress and fair reporting on final achievements in accordance with Unitec Policy and Procedure. Teaching staff contributing to the programme strive to provide constructive feedback in a timely fashion. Typically, such feedback is provided in writing with students' individual assessment submissions. However, common errors or themes may be discussed in class or presented via the course Moodle™ site.

4.1.3 Course Workload

Teaching staff are responsible to ensure students' workload is spread evenly across a semester. This is coordinated through the use of an assessment planner, completed at the start of the academic year as part of the moderation process. The assessment planner ensures assessments are spaced so that a cohort of student's hand in no more than one summative assessment in a given week. An additional strategy for mitigating work-load risks is the use of assessment events that assess multiple learning outcomes.

To ensure students can plan and prepare appropriately, they are provided with information about the assessment requirements for each individual course at the start of the semester. This information explicitly identifies due dates for assessment events, as well as supporting details (for example, assessment schedules). In addition, students are provided with an overall or larger assessment 'map' that illustrates the timing of assessment events across courses in a given semester.

4.2 Assessment methods

9 Unitec Institute of Technology (2016). *Learning and Teaching at Unitec Institute of Technology, New Zealand*.

Embedded Assessment

Emphasis on on-going formative assessments occurs in the design Studio via daily or weekly informal learning conversations in a seamless teaching-assessing fashion. More formally, there are scheduled interim design critiques that emphases peer group-teacher observations that are not always written. In these situations, feedback is always given and acts as a basis for learning conversations, thus learning opportunities.

Often other student work (sometimes students in the same year, or from previous years), or real-life buildings are held up as exemplars by the teachers to students.

Design Studio always links other subjects (for example, architectural technology, history, visual communication) to give an accurate representation of the architectural discipline itself. This makes Design Studio a completely holistic programme. It is possible that it could remain the same for a course that runs across multiple levels, but learning outcomes would have to change.

Portfolios – provide clear evidence of learning, clear personal reflection application.

Formative Assessment

All assessment events provide constructive feedback to students, whether they are formative or summative. Those assessments which have no grades recorded are considered to be formative, with the assessment event being undertaken purely for constructive reasons. Formative assessment has a key role in the development of students' abilities.

Crit sessions, tests and exercises are all employed for formative assessment, although the crit session is the main tool employed for studio projects and the final research project. In addition to crit sessions, verbal feedback from tutors and supervisors is especially important as it refers to progress and achievement in an immediate and relevant way and acts as a means by which students can gauge their performance against criteria related to learning outcomes.

During the final research project, formative assessment is carried out in a formal and structured way to ensure students receive adequate and timely feedback at the various key stages of their research. This is in addition to verbal feedback from supervisors. Formal crit sessions will be programmed in at the start of the year and these dates communicated to students, along with expectations regarding the stage their projects should be at for each date.

While students will receive regular feedback from their supervisors, these crit session act as an opportunity for students to present their work-in-progress to a wider audience, and to benefit from feedback from critics external to the project. Due to the iterative nature of the research projects, feedback received by students at these crit sessions is expected to be folded into the next stage of their work.

Summative Assessment

In the first year of the March (Prof) a student's grade in any course is determined by the aggregation of their performance in a range of substantial assessment events. Several forms of summative assessment techniques are employed. These include assignments, essays, examinations, studio projects, and oral presentations. Students are advised at the beginning of each course how summative assessment will be conducted in that course.

Typically, summative assessment measures achievement in relation to learning outcomes as demonstrated by performance in the various assessment events. Criteria for summative assessment refer directly to learning outcomes stated for the course. For each course the aggregated summative assessment events embody a balanced assessment of all learning outcomes stated for that course.

Assessment is based on marking schedules. The marking schedule sets out for staff and students the criteria by means of which grades are to be allocated to work. Both the assessment criteria and

marking schedules for assessments are made available to the students prior to the assessment event being undertaken. The highest grades are achieved by students whose work most successfully fulfils the marking schedule criteria.

4.2.1 Assessment and Learning Outcomes / Assessment Types

Assessment in the first year of the programme is focused on particular aspects of the body of knowledge, and each is assessed by an appropriate means, such as written assignments, reports and studio projects. The second year of the programme comprises a single 100% assessment event which includes visual material, written material and an oral presentation. This integrative, multi-faceted approach to assessment of the final project is appropriate as it reflects the complex nature of the projects themselves.

The final research project will be assessed via examination. The examination will comprise two parts; an exhibition of the work with an oral presentation, and the explanatory document. The examiners will be appointed by the Postgraduate Board of Studies and include an external examiner and one of the student's supervisors.

Goals and expectations of Students, Profession and Teachers

The assessment links directly to the expectation of the outcome as stated by the student in his or her research proposal. Broadly, the student is assessed on how they have been able to solve design problems in elegant and credible ways, create rich and usable research questions (architectural problems) supported by existing disciplinary knowledge, explore the application of this disciplinary knowledge to their design proposal and create new methods and techniques to apply existing knowledge in a new context. The assessment criteria includes:

- Evaluating the student's increasing expertise in highly specialised research skills and procedures as defined by the goals set out by the student in consultation with the teacher.
- The student's use of highly specialised architectural language and capable reference to other interdisciplinary concepts that inform their design, be it technology-driven, urban design-driven et cetera.
- The mastery of complex and advanced methodologies and processes inherent in architecture. Again, as set out by the student in consultation with the teacher.
- The student's ability to integrate, evaluate, and synthesise concepts at an advanced level within the architectural discipline, and outside the discipline in related fields.
- The ability to apply highly abstract concepts in specialised and unpredictable contexts with their design proposal.
- Expertise in the student's ability to participate with clarity and confidence with the teacher, as well as with their peers, in architectural conversations.

Graduation of Assessment tasks at different levels of learning see Embedded Assessment Section above.

Table 3a: Assessment and grading for Level 8 courses

Grade		Description
A+ (90-100)	Pass Grade	• very good knowledge and understanding of all primary concepts. • good knowledge and understanding of secondary concepts. • integrates concepts very well. • all-round competence at relevant skill. • very good level of appropriate communication and presentation.
A (85-89)		
A- (80-84)		
B+ (75-79)	Pass Grade	• good knowledge and understanding of all primary concepts. • Moderate knowledge and understanding of secondary concepts. • integrates concepts to a moderate degree. competence at relevant skill. • good level of appropriate communication and presentation
B (70-74)		
B- (65-69)		
C+ (60-64)	Pass Grade	• adequate knowledge and understanding of all primary concepts. • indications of ability to understand secondary concepts. • indications of ability to integrate concepts. • competent level of appropriate communication and presentation
C (55-59)		
C- (50-54)		
D (40-49)	Fail	• Has demonstrated at least adequate knowledge, understanding, relevant skills and communication abilities in some areas, but these are compromised by inadequacies in other areas.
E (0-39)	Fail	• a general failure to demonstrate adequate knowledge, understanding, relevant skills, and communication ability.

+ a 'plus' may be used in conjunction with passing grades (e.g. "B+") and indicates that the student has clearly shown some significant characteristics of the grade above. a grade of "a+" indicates all-round assurance and finesse in meeting the requirements of an 'a' grade.
– a 'minus' may be used in conjunction with passing grades (e.g. "B-") and indicates that all grade profile components are at the bare minimum for that grade.

4.2.2 Examination of Research Projects

The new work and explanatory document produced as part of the research project will be examined by a minimum of two examiners as appointed by the Postgraduate Research and Scholarship Committee (PGRSC) at least one of whom will be external to Unitec. They will follow the examination procedures set out by the Unitec Postgraduate Research and Scholarship Committee (PGRSC).

The Research Project shall be graded according to the scale indicated below:

Table 3b: Grades for ARCH 9111 Research Project

Grade		Description
A+ (90-100)	Outstanding level of ability demonstrated	The research project in the "A" range demonstrates: • A clear articulation of the research question and design thinking. • At A+ level, clear evidence of scholarly thinking, originality and depth of understanding of the subject. • At A+ level, an excellent design outcome, highly appropriate to the research proposition and to a consistently high level of presentation. • A high level of independent and critical thinking/ In-depth and significant discussion of relevant literature and design context. • A design outcome highly appropriate to the research proposition and to a consistently high level of presentation • A clear understanding of the significance of results. • At A- level, minor errors that do not detract from the overall substance of the proposition or rigour of the design.
A (85-89)	Very high level of ability demonstrated	
A- (80-84)	High level of ability demonstrated	
B+ (75-79)	Very good	A research project in the "B" range: • Demonstrates work that is overall sound and compelling • Provides evidence of critical thinking • Demonstrates knowledge of the topic area including literature. • Contains a design outcome well-argued and justified with presentation edited and well organised. • May make fewer or weaker links between research • and design outcome than a project in the "A" grade. • Is presented to a generally above average standard but may contain some minor errors/omissions in referencing, punctuation, grammar and/or spelling
B (70-74)	Good	
B- (65-69)	Adequate	
C+ (60-64)	Clear pass	A research project in the "C" range: • Demonstrates understanding and analytical ability that is clearly beyond undergraduate level. • Is generally sound but may be uneven or limited in some respects • Contains limited evidence of design synthesis and critical engagement with research literature. • Demonstrates satisfactory achievement, with adequate skills in areas but with several weaknesses in the project design outcome. • Adequate presentation of design outcome. • At C- level, some understanding of design process but major limitations in terms of theory base and/or research question and/or design.
C (55-59)	Pass	
C- (50-54)	Just Pass	
D (40-49)	Fail	A research project in the "D" range may demonstrate deficiencies in some or all of the following: • Research literature, theory or design practice or outcome presented in an ineffective, inaccurate or unreflective way • Not sufficiently developed in design and scholarship. May lack any overall argument • Lack substance as a research document • Contain limited or inappropriate information • Contain interpretations that may be minimal or flawed. • Poorly presented with numerous errors of referencing, punctuation spelling and/or grammar

E (0-39)	Fail	A research project in the "E" range will demonstrate serious deficiencies in some or all of the criteria noted in Section D plus: • A general lack of understanding of key research question • A general lack of evidence in addressing design and research issues.

4.3 Assessment in Te Reo Māori

All students have the right to submit any summative assessment task in Te reo Māori. The process for submission of summative assessment work in Te reo Māori is governed by the Unitec Assessment in Te Reo Māori procedure and detailed in course material.

4.4 Assessment moderation

Unitec's *Moderation of Assessment Procedure* requires internal and external moderation of summative assessments in all Unitec programmes that lead to the award of a formal qualification. Moderation is defined as the review processes used to assure the quality of summative assessments.

The purpose of moderation is to provide the learners and stakeholders assurances that assessment practices have produced credible results.

Moderation is a process of independent peer/stakeholder review of summative assessment material and judgements. It is designed to ensure assessment:

- is consistent, fair, valid, and reliable;
- items assess the appropriate learning outcomes and match information provided to learners at the beginning of the course;
- events are consistent with the teaching, learning, and assessment philosophy of the programme;
- is based on the approved achievement criteria specified in the programme and described in the *Programme Regulations*; and
- procedures are managed effectively and applied fairly.

Furthermore, moderation adds value to qualifications by providing assurances they are credible, while adding value to teaching and learning by providing teachers with feedback on where and how to improve assessment practices.

The outcomes of moderation are reported in the annual *Programme Evaluation Plan* (see section 8.3.1).

Moderation includes:

- a Moderation Plan;
- an External Moderation Report;
- pre- and post-event Internal Moderation Checklists; and
- the pathway's response to the *External Moderation Report*.

Moderation is completed in accordance with the *Moderation Plan* which is overseen by the Programme Academic Quality Committee.

4.4.1 Internal moderation processes

Responsibility for internal moderation lies with an internal staff member recognised as having expertise in assessment within the discipline area of the relevant course.

Pre-event moderation

All courses are subject to internal moderation of all summative assessment items.

The Academic Programme Manager, in discussion with the Head of Schools, will include a list of moderators in the programme's *Moderation Plan* at the start of the year. Each course is allocated an internal moderator, who completes the *Internal Moderation Checklists*.

Pre-event moderation activities will ensure assessment items are clear, accurate, appropriate for the course-Level, and meet the course learning outcomes associated with each assessment item.

Post-event moderation

Post-event moderation, which involves completion of a checklist, is performed on all assessments for each course.

Using a sample of assessment scripts, the moderator reviews judgements made about students' work, moderators review assessments with the highest, middle, and lowest marks.

Post-event moderation is used to check the consistency of assessors' marking decisions, and to recommend any changes to an assessment that may improve its validity, authenticity, and consistency.

In the case of studio assignments, group moderation will occur. This is where the teaching team as a whole reviews the work and confirms the grades. A consensus is reached through discussion chaired by the appropriate Year Leader. This process has the advantage of ensuring that there is consistency across different studio groups which are taught and graded by different tutors. The group moderation process also supports and strengthens the collective understanding of the assessment criteria and leads to consistency in their application.

4.4.2 External moderation processes

Courses are subject to regular external moderation by an independently nominated peer and/or stakeholder.

Typically, each course will undergo external moderation at least once every three years; selected courses may, however, be moderated annually if internal moderation identified a concern or negative student feedback indicates this step to rectify course issues.

The moderator is supplied with:

- the programme's Graduate Profile;
- course details;
- a range of assessment samples;
- assessment marking schedules; and
- any additional assessment information provided to students.

The external moderator will examine the:

- suitability of tasks;
- extent to which assessment tasks align with the learning outcomes, course content, and the programme's Graduate Profile;
- fairness, consistency, and appropriateness of judgments made about students' work;
- value of feedback for learners; and
- the extent to which feedback enhances and promotes learning.

Examination as moderation

External moderation ensures that assessment criteria, course structure and course content are achieving the programme objectives. Three external examiners are appointed for a period of three years, each on a different cycle so that at any one time at least one of them examined the work the previous year. The School nominates the external examiners from a range of representatives drawn from architecture and related professions, the NZIA and other tertiary institutions. In all instances

the external examiners are professionally informed in the field of architecture and understand the assessment process.

The external examiners' main purpose is to ensure that the Quality Assurance procedures have been complied with and are effective, to review and comment on the quality of the student work at each level compared to internationally acceptable standards from an external benchmarking perspective, and to review the Programme Evaluation Plan outcomes.

The external examiners review the design studios annually and the taught courses (by strand) on a rotational basis, with no strand being reviewed less than once every three years. In order to retain a complete overview of the professional education of architects at Unitec the external examiners will, at the same time, also examine the work produced by the Bachelor of Architectural Studies students. This will ensure that the dual programmes continue to act in concert, and that integrity is maintained overall.

Table 4: Moderation planning

Course	Pre-moderation	Internal Post-moderation	External moderation	Moderator
All Courses	Prior to each delivery	Prior to grades approval following each delivery	End of first delivery of each course or following any change to assessment Then each course on a three-year cycle	Qualified examiners from a range of representatives drawn from architecture and related professions, the NZIA and other tertiary institutions across New Zealand and Australia

Specific detail of moderation will be outlined in the Annual Moderation Plan developed and approved by the Programme Academic Quality Committee.

Each Programme Academic Quality Committee maintains a three-year schedule of moderation for each Programme that it is responsible for. The ongoing moderation plan for this programme is available on request.

4.5 Credit Recognition

Unitec's *Credit Recognition Procedure* and *Assessment of Prior Learning Procedure* describe provisions and procedures for the awarding of credit recognition and transfer, and recognition of prior learning be applied to the programme.

Recognising learning and awarding credit is undertaken by evaluating learners' skills and knowledge in relation to the graduate profile or other learning outcomes of a programme, component of learning, or assessment standard.

The effective recognition of learning for the award of credit assists learners to move readily between education organisations, and progress in work and education without having to repeat learning or experiences.

4.5.1 Credit Recognition and Transfer (CRT)

A student may be awarded credits or exemptions in recognition of successful equivalent study, at the same or a higher level in the context of another programme.

CRT will be awarded wherever:

- learning aligns with existing Unitec provision;
- credit can be wholly attributed to formal courses of study successfully completed outside of the programme; and where

- the credit derives from completion of courses at the same or higher level taken at Unitec or other accredited tertiary institutions; or of NZQA unit standards registered on the New Zealand Qualifications Framework (NZQF).

CRT will not be recognised for successful study that took place more than 5 years prior to the date of first enrolment in the programme.

CRT will not be recognised for a research project in a postgraduate programme.

4.5.2 Assessment of Prior Learning (APL)

Assessment of Prior Learning is not available for this programme.

5. PROGRAMME REGULATIONS

This section addresses Programme Approval Criterion 5 by demonstrating that the institution has clear, relevant, and appropriate regulations that specify requirements for:

- admission
- credit recognition and transfer[10]
- recognition of prior learning[11]
- programme length and structure
- integration of practical and work-based components
- assessment procedures, including authenticity of student work
- normal progression within the programme

Programme Regulations are the legally binding contractual obligations of staff and enrolled students. They are used by academic staff to guide delivery of the programme and its courses; and provide guidance on the relevant approaches to learning and teaching, and on assessment (against specified learning outcomes).

In cases where collaborative arrangements are in place, externally prescribed regulations may apply.

Programme Regulations for this Programme are located in Appendix 3 of this document

10 The TEO's application must demonstrate how the provisions and procedures for the awarding credit recognition and transfer will be applied to the programme.

11 The TEO's application must demonstrate how the provisions and procedures for the awarding of recognition of prior learning will be applied to the programme. TEOs should refer to the NZQA website for guidance on CRT and RPL

6. PROGRAMME RESOURCES

This section addresses Accreditation Criterion 2 by demonstrating that the institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

This section:

- provides information on the resources needed for programme delivery;
- presents information about institutional resources in reference to how they impact on programme delivery and students' experience within this programme;
- illustrates how resources are comprehensive and sufficient for the programme Level;
- illustrates how resources are appropriate to the methods of delivery; and
- includes information on teaching staff (via a table outlining staffing), teaching and learning facilities, support services, and, where relevant, arrangements for work-based training.

6.1 Programme staffing

The Master of Architecture is delivered by dedicated academic staff as well as a large number of professional guest contributors. In addition, students are supported by support staff comprised of work-place supervisors, tutors, and administrative/support personnel.

Table 5: Programme staff

Master of Architecture (Professional) MArch Prof. / MARCP	
Head of School	Peter McPherson (pmcpherson@unitec.ac.nz)
Academic Programme Manager (APM)	Yusef Patel (ypatel@unitec.ac.nz)
Discipline Leader	Annabel Pretty (apretty@unitec.ac.nz)
MArch Prof. / MARCP Y2 Co-ordinator	Gina Hochstein (rhochstein@unitec.ac.nz)
MArch Prof. / MARCP Y1 Co-ordinator	Cam Moore (cmoore@unitec.ac.nz)

Name	Title	Contact Details	Course Coordinator for	Courses
Ainsley O'Connell	Lecturer	aoconnell@unitec.ac.nz	Course Co-ordinator for Work Experience (WEX)	ARCH8511 Professional Business Management (PBM)
Annabel Pretty	Dr. Senior Lecturer/ Discipline Leader	apretty@unitec.ac.nz		ARCH9111ENR Research Project ARCH9111ENR -Principal Supervisor
Cam Moore	Lecturer	cmoore@unitec.ac.nz	Course Co-ordinator ARCH8511	ARCH8511 Professional Business Management (PBM)
Cesar Wagner	Dr.	cwagner@unitec.ac.nz		ARCH9111ENR -Principal Supervisor
Christoph Schnoor	Dr. Professor	cschnoor@unitec.ac.nz	Course Co-ordinator ARCH8011	ARCH8011 Research Methods ARCH8121 Studio ARCH9111ENR -Principal Supervisor
			ARCH8311 with Renata Jadresin Milic	ARCH8311 Architectural Theory

Name	Title	Contact Details	Course Coordinator for	Courses
Graeme McConchie	Senior Lecturer	GMcConchie@unitec.ac.nz	Course Co-ordinator ARCH8629	ARCH8629 Building Conservation Elective ARCH9111ENR -Principal Supervisor
Gina Hochstein	Lecturer	rhochstein@unitec.ac.nz		ARCH8122 and ARCH8122
Hugh Byrd	Dr., Adjunct Professor	hbyrd@unitec.ac.nz		ARCH8121 Studio ARCH8122 Studio
Kerry Francis	Lecturer	kfrancis@unitec.ac.nz	Course Co- ordinator ARCH8121/8122	ARCH9111ENR -Principal Supervisor
Min Hall	Lecturer	mhall2@unitec.ac.nz		ARCH8511 Professional Business Management (PBM)
Rau Hoskins	Lecturer	rau@designtribe.co.nz		ARCH8122 Studio
Renata Jadresin Milic	Dr., A / Prof	rjadresinmilic@unitec.ac.nz	Course Co-ordinator ARCH8311 with Christoph Schnoor	ARCH8311 Architectural Theory
Sameh Shamout	Lecturer		Course Co-ordinator ARCH8411	ARCH8411 Architectural Technology
Yusef Patel	Dr. Senior Lecturer	ypatel@unitec.ac.nz	Course Co-ordinator ARCH8618	ARCH8618 Digital Fabrication Elective
XinXin Wang	Senior Lecturer	Xwang3@unitec.ac.nz		ARCH9111ENR -Principal Supervisor
Ngā Ia Vai (current, of the waters)		jbl@maustudio.org	Māori and Pasifika student support	
Please contact Academic Programme Manager (APM) or Discipline Leader				ARCH8611 Negotiated Study Elective (semester 2 only)

Tenured Thesis Supervisors for ARCH9111ENR , including research clusters

Name	Title	Email	Principal, Associate or GoTo	Research Cluster
Ainsley O'Connell	Lecturer		Principal and Associate	(1) Art & Culture
Annabel Pretty	Dr Senior Lecturer		Principal and Associate	(1) Art & Culture (4) Social
Bin Su	Dr. Professor		Principal and Associate	(2) Environmental + Sustainability
Cam Moore	Lecturer		Principal and Associate	(3) Historical + Conservation & Heritage
Cesar Wagner	Dr. Senior Lecturer		Principal and Associate	(6) Urban / Housing
Christoph Schnoor	Dr. Associate Professor		Principal and Associate	(1) Art & Culture

David Chaplin	Lecturer	Post-Graduate Advisor	(4) Social
Graeme McConchie	Senior Lecturer	Principal and Associate	(3) Historical + Conservation & Heritage
Hugh Byrd	Dr., Adjunct Professor	Principal and Associate	(2) Environmental + Sustainability
Hamish Foote	Dr. Senior Lecturer	Principal and Associate	(4) Social
Julian Rennie	Lecturer	Principal and Associate	(1) Art & Culture
Kerry Francis	Lecturer	Principal and Associate	(1) Art & Culture
Lucia Melchiors	Dr. Lecturer	Principal and Associate	6) Urban / Housing
Matthew Bradbury	Dr. Associate Professor	Principal and Associate	(6) Urban / Housing
Min Hall	Lecturer	Principal and Associate	(2) Environmental + Sustainability
Rau Hoskins	Lecturer	Principal and Associate	(7) Te Hononga + Māori Housing
Renata Jadresin Milic	Senior Lecturer	Principal and Associate	(3) Historical + Conservation & Heritage
Peter McPherson	HoS	Principal and Associate	(5) Technology + Fabrication
Yusef Patel	Dr. Senior Lecturer, APM	Principal and Associate	(5) Technology + Fabrication

Sessional Thesis Supervisors for ARCH9111ENR , including research clusters

Name	Title	Email	Principal, Associate or GoTo	Research Cluster
Maurits Kelderman	Lecturer		Associate and Post-Graduate Advisor	(7) Te Hononga + Māori Housing
Melanie McDaid	Lecturer		Post-Graduate Advisor	
Semisi Potauaine	Lecturer		Principal and Associate	(1) Art & Culture
Pip Newman	Lecturer		Post-Graduate Advisor	(1) Art & Culture

The School also engages Adjunct Professors for periods of up to two years. Adjunct Professors are drawn from the ranks of eminent practitioners and complement the skills of the academics who deliver most of the courses in the programme.

Year	Name	Qualification
1998	Pete Bossley	BArch (Hons), NZCD (Arch), FNZIA
1999	Pete Bossley	BArch (Hons), NZCD (Arch), FNZIA
2000	Dave Mitchell	BArch, ANZIA, Reg Arch.
2000	John Sutherland	BArch (Wales), PPNZIA,RIBA,FNZIOB, Hon.RAIA, Reg Arch.
2000	Marshall Cook	DipArch,FNZIA, Reg. Arch.

2000	Patrick Clifford	BArch (Hons), ANZIA, Reg. Arch.	
2000	Regan Potangaroa	BEng, MBA, MArch,MEng, PHD,MIPENZ	
2002	Dave Mitchell	BArch, ANZIA, Reg Arch.	
2002	John Sutherland	BArch (Wales), PPNZIA,RIBA,FNZIOB, Hon.RAIA, Reg Arch.	
2002	Marshall Cook	DipArch,FNZIA, Reg. Arch.	
2003	Andrew Patterson	BArch, Reg. Arch	
2003	John Sutherland	BArch (Wales), PPNZIA,RIBA,FNZIOB, Hon.RAIA, Reg Arch.	
2003	Marshall Cook	DipArch,FNZIA, Reg. Arch.	
2004	John Sutherland	BArch (Wales), PPNZIA,RIBA,FNZIOB, Hon.RAIA, Reg Arch.	
2004	Marshall Cook	DipArch,FNZIA, Reg. Arch.	
2005	John Sutherland	BArch (Wales), PPNZIA,RIBA,FNZIOB, Hon.RAIA, Reg Arch.	
2005	Marshall Cook	DipArch,FNZIA, Reg. Arch.	
2005	Tone Wheeler		
2006	John Sutherland	BArch (Wales), PPNZIA,RIBA,FNZIOB, Hon.RAIA, Reg Arch.	
2006	Marshall Cook	DipArch,FNZIA, Reg. Arch.	
2006	Tone Wheeler		
2007	Euan Mac Kellar	Dip Arch, BSc Arch London	
2007	John Sutherland	BArch (Wales), PPNZIA,RIBA,FNZIOB, Hon.RAIA, Reg Arch.	
2008			
2009			
2010	Dave Strachan	BArch., MArch Auck., ANZIA	
2010	Gary Lawson	B.Arch (Hons) Unitec, NZCAD, ANZIA	2010-2011 Joint appointment / Stevens Lawson Architects
2010	Marshall Cook	DipArch,FNZIA, Reg. Arch.	
2010	Nicholas Stevens	BArch Auck., ANZIA	2010-2011 Joint appointment / Stevens Lawson Architects
2011	Dave Strachan	BArch., MArch Auck., ANZIA	
2011	Gary Lawson	B.Arch (Hons) Unitec, NZCAD, ANZIA	2010-2011 Joint appointment / Stevens Lawson Architects
2011	Marshall Cook	DipArch,FNZIA, Reg. Arch.	
2011	Nicholas Stevens	BArch Auck., ANZIA	2010-2011 Joint appointment / Stevens Lawson Architects
2012	Jane Aimer	BArch (Hons) Victoria, FNZIA, Reg. Arch	2012-2013 Joint appointment / Scarlet Architects

2012	Lindley Naismith	BArch Auckland, FNZIA, Reg. Arch	2012-2013 Joint appointment / Scarlet Architects
2013	Dave Strachan	BArch., MArch Auck., ANZIA	
2013	Julie Stout	BArch, Fellow NZIA	
2013	Marshall Cook	DipArch,FNZIA, Reg. Arch.	
2014			
2015	Dave Strachan	BArch., MArch Auck., ANZIA	
2015	Marshall Cook	DipArch,FNZIA, Reg. Arch.	
2015	Nigel Cook	BArch Auck., NZIA	
2016	Peggy Deamer	Professor, Assistant Dean, Yale University	
2017			
2018			
2019	Hugh Bryd		
2020	Hugh Bryd		
2021	Hugh Bryd		

In addition to the academic staff there is a strong team of technical staff supporting the School as a whole.

Staff development

In accordance with Unitec's policies, all teaching staff are required to develop professional development plans that provide an opportunity for staff involved with the programme to build their skills and knowledge.

6.2 Teaching facilities and physical resources

Teaching facilities and physical resources are designed to support the implementation and sustained delivery of the programme, in all modes of delivery.

The programme has put in place the necessary teaching facilities and physical resources. Specific resources include: each year group has dedicated studio space, and a range of other facilities available for student use including fully equipped computer labs (including both Mac and PC machines), a plotter room, and a photography room.

There are many general items available to staff and students including scanners, cameras, DVD players, laptops, video cameras, portable hard-drives and digital projectors and slide projectors.

The School has access to a variety of teaching spaces which range from large lecture theatres (140 seats) to small seminar rooms. Other spaces throughout the campus are also available if required.

6.3 Library Services

Students have access to Unitec's physical and online libraries, which support the teaching, learning and research needs of the Unitec community, through its collection and resources, and its librarians, including dedicated postgraduate librarians.

Full details about Unitec Library Services are available via this link – Unitec Library Services

The Unitec Library Website describes the collection available for students.

6.4 Information Management Systems

A wide range of information technology services are employed to support delivery of this programme. Information Technology (IT) offers a range of technology services and support to all staff and students of Unitec. Full details about IT Services are available via this link – IT Support

The delivery of the course content is via the Unitec Moodle Learning Management System - Moodle

This will be augmented with moderated online meetings and breakout rooms using Zoom, and other online platforms such as Peerwise.

6.5 Student Guidance and Support

Unitec provides a large number of guidance, support systems, and facilities for students.

Full details about ***Unitec Student Support Services*** are available via the following links:

- Student Services
- Support for Māori Learners
- Support for Pacific Learners
- Support for International Student Learners
- Support for Learners with Disabilities

The teaching and support team for this programme are a signatory to the *Code of Practice of Pastoral Care for International Learners*.

7. PROGRAMME ACCEPTABILITY AND CONSULTATION

This section addresses Approval Criterion 4 by presenting the acceptability of the programme and consultation.

The consultation associated with the original accreditation of this Programme may be found in the Programme Definitive Document [October 2007].

8. SELF-ASSESSMENT, EVALUATION AND REVIEW

This section addresses Programme Approval Criterion 7 by providing information about how the institution assesses the currency and content of the programme; has adequate and effective processes for the on-going review of the programme, taking account of the results of any review of the qualification; has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulation and content; and updates the programme accordingly.

It also addresses Accreditation Criterion 4 by presenting processes for the adequate and effective review of programme performance and the institution's capability to support the programme.

8.1 Academic and programme management

Unitec's Schools are overseen by a number of major decision-making bodies, including:

- the Te Pūkenga (NZIST) Council and its Academic Board;
- the Unitec Board of Directors, Chief Executive and the Leadership Team; and
- the Unitec Academic Committee and its sub-committees.

Unitec's academic committee structure utilises the principle of wakaritenga (legitimacy); academic decision-making processes legitimise others' contributions and ensure that ethics and integrity inform subsequent actions.

The Master of Architecture (Professional) sits within the School of the Architecture, which is led by a Head of School.

The MARCP is governed by the Programme Academic Quality Committee (PAQC), which reports to a Quality Alignment Board (QAB) and Unitec's Ako Ahimura Learning and Teaching Committee; these latter groups are established sub-committees of Unitec's Academic Committee.

Together, these committees are responsible for:

- maintaining educational performance;
- supporting continuous improvement in learning, teaching, and research through inter-disciplinary collaboration; and
- student outcomes including success, retention, and academic progress.

8.2 Programme changes

Programme changes and improvements are governed by Unitec Programme Change and Improvement Procedure. Approval for any change is based on:

- stakeholder support for change;
- considerations of the impact on:
  - other programmes;
  - broader Unitec practices; and on
  - Unitec's responsibilities to external agencies.

Institutional support areas such as, Te Puna Ako, Te Korowai Kahurangi, Kaihautū, and other relevant

external stakeholders feed into the programme improvements or change process.

8.3 Evaluation and review

All Unitec programmes are subject to ongoing evaluation of individual courses as well as the programme as a whole. Evaluations involve major programme stakeholders: learners, appropriate external professions and organisations, and members of the academic community.

8.3.1 Programme Evaluation Plans

Annual *Programme Evaluation Plans* (PEPs) are completed to manage and record the evaluative and improvement process. PEPs are structured around six *Key Evaluative Questions*, which emphasise the core activities of performance, evaluation, planning, execution, and review.

Programme plans are assessed as evidence of capability in self-assessment. Evaluations are discussed in various fora including the QAB, which has responsibility for having a close scrutiny of programmes where the standard of performance is at risk or unacceptable. A single evaluation report is collated for the Academic Board.

Periodically, the institution conducts surveys of learners, graduates, employers, and staff; these provide feedback on specific issues. Findings are reported to the Executive Leadership Team and Academic Board, and tailored presentations are provided to each School. Programme-related findings are evaluated and used to determine improvement actions, which are recorded and tracked through the PEP.

The first PEP for any new Programme is due immediately following the first semester of delivery, and for each semester thereafter. This includes data and information regarding student success, evaluation of the programme, and input from relevant stakeholders, including the Industry Advisory Group.

8.3.2 Degree monitoring

All Unitec degrees and postgraduate programmes are subject to annual, external, independent monitoring. Monitors have credentials and currencies that enable them to relate the needs and expectations of external academic and employer stakeholders to individual, or groups of, degree programmes and their delivery.

Monitoring is aligned with NZQA requirements for monitoring of degree and related qualifications.

Monitoring enables the views and interests of participating stakeholders to be considered; it is also a process for determining the extent to which the needs of all stakeholders are being met.

Individual monitors:

- Are demonstrably independent of Unitec and of programme staff;
- Have current discipline/practice knowledge, strategy/management capability, and proven research/ investigation skills;
- Understand the roles and expectations of the ITP sector; and
- Are familiar with cutting-edge global trends in tertiary education and in business/community development.

Monitors engage with programmes and provide feedback on:

- Implementation of the Unitec strategy in the context of specific programmes;
- Consistency of the programme and its delivery with approved arrangements; and
- Achievement of the quality outcomes specified in the Unitec Academic Statute.

Programme monitoring is carried out annually by a qualified academic from another Institution as approved by Unitec and advised and agreed with NZQA. A schedule of yearly degree monitoring is maintained by Te Korowai Kahurangi, Unitec's Academic Service Centre.

8.3.3 Programme review

All programmes at Unitec are subject to an independent review every three to five years or when directed by the Academic Board. New programmes, including the proposed programme described herein, undergo an initial review following the graduation of the first cohort.

Reviews are designed to be collaborative and aim to:

- identify areas for development;
- identify areas for improvement; and
- ensure the programme maintains relevance for stakeholders.

In doing so, reviews add value to Unitec's on-going stakeholder interactions by fostering new, and strengthening existing, relationships.

Reviews are governed by Unitec's *Academic Evaluation, Review and Improvements Policy*, and focus on two KEQs:

- KEQ2: What is the value of the outcomes for key stakeholders, including learners?
- KEQ3: How well do programmes and activities match the needs of learners and other stakeholders?

Programme review is an important component of the self-assessment, evaluation, and improvement process and recognises that stakeholders are critical to the success of Unitec graduates and programmes.

This Programme will be subject to programme review on a cycle designed to meet Unitec's and the NZQA's requirements.

8.4 Audits and reviews by standard-setting bodies

The MARCP is accredited to the New Zealand Institute of Architects, the NZ Registered Architects Board, and the Commonwealth Association of Architects. In addition to the five-yearly accreditation visit by a National Visiting Panel, there are annual visits by a regional panel, which always includes an overseas academic. The programme is regularly monitored (as required by NZQA) as well as being annually subject to a rigorous and extensive external examination process.

8.5 Student evaluation

Student evaluation is a critical component of learners' coherent educational experience and is a part of Unitec's repertoire of evaluative questioning processes.

Student evaluation aims to naturally integrate evaluation within the context of study so that staff and learners engage in dialogic practices to enhance teaching and learning.

The purpose of student evaluation is to gather feedback on:

- how well a course/programme is meeting learners' learning needs and expectations;
- learners' experiences of courses;
- learners' views on areas of strength;
- learners' views of where improvements can be made;
- learners' assessments of teaching staff and, consequently, teaching staff's professional development needs.

At the start of the course, learners are told which courses will be evaluated; how evaluation will be carried out; evaluation time frames; and reporting back process.

Once evaluation has occurred, student evaluations are analysed, potential response actions are identified, and this data is communicated back to learners within an agreed timeframe. Evaluation results and proposed actions are incorporated in the annual PEP.

8.6 Stakeholder engagement and feedback

Periodically, Unitec conducts surveys of students, graduates, employers, and staff. Providing feedback on specific issues, surveys adopt a “Net Promoter Score” methodology based on the question ‘How likely are you to recommend Unitec to your friends and family’.

Findings are reported to the Executive Leadership Team and the Academic Board, and tailored presentations are given to each School. Programme-related findings are evaluated and used to determine improvement actions, which are recorded and tracked through the PEP.

Institutional support for improvement, as well as ideas for programme development, come from a number of institutional services. These services are also stakeholders in that they help ensure institutional commitments are honoured. For example, Te Puna Ako supports the development of teacher practice, Kaihautū support the embedding of matauranga Māori, and Te Korowai Kahurangi provides advice on quality and other process matters.

Programme-specific engagement with external stakeholders will be supported by ensuring learning experiences are embedded in contemporary work-based practice.

8.6.1 Industry Advisory Group

Each School and or major discipline group has an Industry Advisory Group which supports consultation processes. This group, comprised of a number of stakeholder representatives, has a key role in ensuring this programme continues to meet the needs of all stakeholder groups.

This group meets regularly to discuss and provide input into programme development and improvement. Each Industry Advisory Group focusses on the following key tasks:

- ensuring the programmes meet the current and future needs of employers;
- giving a stakeholder perspective on programme developments and reviews;
- providing an opportunity for teaching staff and stakeholders to share best practice and research findings.

The Industry Advisory Group includes a number of key stakeholders; the membership of this group is listed on the table below.

Table 6: The School of Architecture Advisory Group

A. Review of Industry Advisory Committee terms of reference with existing Architecture industry committee engagement		
Specific Industry Engagement	Where feedback is recorded	Management of Record of engagement and next steps
Course Level Feedback	Informal feedback from adjuncts, visiting lecturers, critics etc. Feedback from professional industry connections Information recorded through CEP or School register.	Record of engagement form to be trialed (new) Existing annual record of engagement summary reviewed by PAQC Course Evaluation Reviews
New Zealand Institute of Architects (NZIA)	Annual AGM; Annual all architecture school, NZIA and NZRAB meeting (meeting minutes); continuous discussion of architectural matters; conference; continuing professional development (CPD)	Minutes and relevant items/feedback reviewed by PAQC
New Zealand Registered Architects Board (NZRAB)	Annual all architecture school, NZIA and NZRAB meeting (meeting minutes); Registration procedure and assessor(s) (annual registration statistics)	Minutes and relevant items/feedback reported to & reviewed by PAQC
New Zealand Institute of Architects (NZIA) – local branch committee	Monthly meeting with broad cross-section of practitioners and academics, including recent graduates and student members (meeting minutes); annual Architecture Festival (exhibitions and presentations)	Minutes and relevant items/feedback reported to & reviewed by PAQC;
External Examiners – 1x Australian academic, 2x NZ practitioners	Continual monitoring of programme design and outcomes – annual external examiner report plus programme response	External examiner report reviewed, and response prepared by PAQC
Association of Architecture Schools of Australasia (AASA)	Annual AGM of all Heads of Architecture Schools in Australasia – matters and issues of education and architecture discussed and supported	Minutes and relevant items/feedback reported to & reviewed by PAQC;
Accreditation Procedure – Architecture Program Accreditation Procedure in Australia and New Zealand (APAPANZ)	Degree(s) accredited against National Standard of Competency for Architects – 5-year review procedure (report) with annual reporting	Accreditation material prepared/reviewed by PAQC Accreditation report reviewed and response prepared by PAQC

B. Map of Existing Industry Engagement vs specific contribution to Industry Advisory Group Terms of Reference							
Evidential source Terms of Reference of Industry Advisory Group	Course Level Feedback –	New Zealand Institute of Architects (NZIA)	New Zealand Registered Architects Board (NZRAB)	New Zealand Institute of Architects (NZIA) – local branch committee	External Examiners – 1x Australian academic, 2x NZ practitioners	Association of Architecture Schools of Australasia (AASA)	Architecture Program Accreditation Procedure in Australia and New Zealand (APAPANZ)
a. the currency and relevance of programmes and graduate profile, based on current trends and new developments and their impacts within the sector	X	X	X	X	X	X	X
b. current and future levels of demand for graduates, based on current trends and new developments and their impacts within the sector	X	X	X		X	X	X
c. the currency of the skills and work readiness of graduates	X	X	X	X	X		X
d. ways of improving the quality of existing programmes.	X				X	X	X
Recommend new programmes and courses to Academic Programme Manager or appointed delegate.	X		X		X	X	X
Support academic staff and students in connecting with their particular industry or profession.	X	X		X		X	X
Support the development of applied work-relevant research for staff and students.	X					X	
Where relevant, either: Support the development, implementation and assessment of co-operative education initiatives for students; or: Support the identification of appropriate work placements for students, and to provide feedback from work placements.	X	X	X	X		X	
Support the Academic Programme Manager review of the ‘strategic value’ of programmes through feedback	X	X	X		X	X	X

on the contribution of programmes to the industry/sector.							
Report to Ako Ahimura any matters of sufficient interest to warrant further discussion from Ako Ahimura Committee.	X			X	X	X	X
Apply the principles of Te Noho Kotahitanga.	X			X	X	X	X

9. RESEARCH

9.1 Research Strategy

Research at Unitec refers to a wide variety of activities conducted by both staff and students. This activity involves the:

- generation of new knowledge;
- application of existing knowledge in novel or useful ways; and
- the integration of knowledge through inter-disciplinary work. Research activity may be undertaken as:
- researcher-driven academic research;
- research funded by external stakeholders in the form of grants or projects;
- postgraduate or undergraduate student research projects; and
- other research where the outcome is either quality assured publication, performance or exhibition.

During the 2015 – 2019 Research Strategy period, three Strategic Research Foci were developed at Unitec: the Cybersecurity Focus, the Applied Molecular Solutions Focus and the Kaupapa Māori Focus. Through mechanisms such as the Research Voucher Scheme, the strategy successfully drove institutional change toward higher levels of industry-partnered research resulting in many funded projects. Coupled with an emphasis on building staff capability and research leadership, Unitec has experienced growth in its research, with externally funded research increasing by 450%, increased external partnering with 184% more industry-funded projects, improvement in excellence with a 97% success rate through the PBRF Quality Evaluation and increased NZQA compliance with 91% of degree programmes research compliant. The Kaupapa Māori Focus led to the appointment of two highly respected Māori professors, and the establishment of Ngā Wai a te Tūī Māori and Indigenous Research Centre, which is now leading numerous externally funded projects, including an Endeavour Fund Research Programme and a National Science Challenge project.

This next strategic period will see Unitec continue investing in our Strategic Research Foci with an emphasis on rangatiratanga, embedding a flourishing, diverse and sustainable research culture and weaving strong, enduring industry/community partnerships.

The Unitec Research Strategy 2020 – 2024 has three key priorities which underpin our goals, our actions and the way we measure success:

Priority One: Research that is aligned with Te Tiriti o Waitangi

Priority Two: A flourishing, collaborative research culture

Priority Three: Partnered research and innovation

Unitec's research strategy has been developed in the context of the New Zealand Government's *Tertiary Education Strategy*, which places a particular emphasis on partnership with industry and producing research outputs that have greater "relevance…to industry and wider society."

As outlined in the *Unitec Research and Enterprise Strategy 2020-2024,* the strategy focuses on three main goals, which are informed and guided by key actions for each goal listed in the strategy.

9.2 Research policies

See Appendix 1 for link to policies

9.3 Staff research

There is a healthy research culture operating within the School of Architecture and the School is committed to providing a supportive and encouraging environment for staff and students to undertake research. Research is seen as a vital underpinning to all teaching and learning within the School.

The quantity and quality of staff research outputs are monitored, and the collective output is consistent with the development and maintenance of an on-going research culture in support of the programme.

Organisational systems and facilities provide appropriate support to staff involved in research, including access to an appropriate ethics committee. For further information see Unitec Policy and Procedure in the Appendix.

9.4 Research Outputs

The student research components of this programme include…

The School provides appropriate systems and facilities appropriate to the level and scale of the research to enable students to undertake relevant research, including:

- guidance on the development and approval of research projects;
- criteria and procedures for the appointment of appropriately qualified and experienced supervisors;
- a code of conduct for researchers and research supervisors;
- mechanisms for ethical approval of research projects.

Research-teaching links have been made explicit in the curriculum to enable students to make the connection between research and practice. For further information see Unitec Policy and Procedure in the Appendix 1.

Full details of research outputs 2014-2021 are located in Appendix 5

APPENDICES

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Appendix 4: Research Outputs 2014-2025 64
Appendix 6. BAS & MARCP Courses mapped to NSCA 2021 Standards .....

The following Appendix may be in separate documents.

Appendix 1: Link to Policy and Procedure (OneDrive Folder)

Use the following link to view Unitec Policy and Procedure

Appendix 2: Master of Architecture Professional Programme Regulations (Refer below)

Programme Regulations are the legally binding contractual obligations of staff and enrolled students. They are used by academic staff to guide delivery of the programme and its courses; and provide guidance on the relevant approaches to learning and teaching, and on assessment (against specified learning outcomes).

In cases where collaborative arrangements are in place, externally prescribed regulations may apply.

Master of Architecture (Professional) [MARCP]

To be read in conjunction with Unitec's Academic Statute and associated Policies and Procedures.

These programme regulations apply to the Master of Architecture (Professional) [MARCP] V1.0 programme, which leads to the award of Master of Architecture (Professional) (Level 9) qualification, (240 Credits) [CA2358].

These regulations come into effect from ***Semester 1, 2026.***

1. Ngā Ture Hei Whakaurunga | Admission Requirements

Admission Requirements comply with Unitec's Admission Requirements Guidelines.

To be eligible for admission to this programme, all applicants must meet three admission requirements:

a. Requirements for either general admission, special admission, or discretionary admission
b. Any additional Programme specific requirements
c. English language requirements

1.1 Whakaurunga Whānui | General Admission

To be admitted to this programme all applicants must:

- have successfully completed the Bachelor of Architecture [BAS] (CA2357) with a B- (minus) (GPA 4.0) average or higher for all L7 courses,

OR

- have successfully completed a recognised undergraduate degree in the discipline of architecture (with a B- (minus) grade average or higher, for all level 7 courses) and provided a portfolio that demonstrates the relevance of their formal qualification for admission to the Master of Architecture (Professional).

1.2 Whakaurunga Motuhake | Special Admission

Applicants must have:

a. attained the age of 20 years on or before the first day of the semester in which study for the Certificate programme is to commence; and
b. holds a recognised undergraduate degree in architecture and has a significant portfolio of professional work, or
c. has a recognised postgraduate qualification in architecture, or
d. can demonstrate competencies equivalent to a bachelor level graduate in architecture and has a significant portfolio of professional work.

1.3 Whakaurunga Kōwhiringa | Discretionary Admission

There is no discretionary admission in this programme

1.4 Whakaurunga Tautui | Programme Specific Requirements

There are no programme specific requirements.

1.5 Whakaurunga Reo Pākehā | English Language Admission Requirements

All applicants must provide evidence that they have the necessary English language proficiency required for the Programme as demonstrated by the equivalence of 8 credits at NCEA Level 2 in English (4 in Reading, 4 in Writing).

International applicants and any Domestic applicant for whom English, Māori or NZ Sign is not their first language must also provide evidence that they have the necessary English language proficiency required for the Programme as demonstrated by an equivalent described in NZQA Rules and on the Unitec English Language Requirements for International Students Web-page.

2. Paearu Kōwhiri Tukanga| Selection Criteria & Process	**2.1 Paearu Kōwhiri | Selection Criteria** Where there are more applicants than places available, selection will be made according to the level and relevance of the formal qualifications of each applicant, and the standard of their portfolio of professional work, should it be required to be presented. **2.2 Tukanga Kōwhiri | Selection Process**

Selection Criteria and Processes comply with Unitec's Admission Requirements Guidelines.	Selection will be made by Unitec staff members with the delegated authority to offer places to applicants. These staff members will select students on the basis of written information supplied on the enrolment form. At the discretion of the staff members, an interview (face-to-face or electronic) may be required. A list of delegated staff members is maintained by the Programme Academic Quality Committee (PAQC) responsible for the programme.
3. Ngā Ture Hei Whakawhiwhi Tohu Mātauranga | Requirements for the Award of the Programme *Requirements comply with Unitec's Programme Completion and Awards Policy and associated procedure.*	**3.1 Whakaemi Tūtukitanga | Credit Accumulation** To be awarded the Master of Architecture (Professional), a student must successfully complete a minimum of 240 credits in the pattern set out in Table 1 from the courses set out in Table 2a and meet the work experience requirement outlined in 3.2. ***Table 1: Credit Requirements for Master of Architecture (Professional)*** Level 8: Compulsory Credits 105, Elective Credits 15, Total Credits 120 Level 9: Compulsory Credits 120, Total Credits 120 **Total Credits 240** **3.1.1 Whakaaetanga o nga akoranga ako | Approval of Courses of Study** a. A student shall obtain approval from the relevant Academic Authority for the selection of courses to be undertaken. b. In exceptional circumstances, the relevant Academic Authority may recommend a personal programme of study that does not conform to that set out in the *Programme Regulations*. Such approval shall be noted in the approvals register of the relevant Academic Authority.

Table 2a: Course Details – Master of Architecture (Professional)

Compulsory courses are shown in **bold** and Elective courses in *italics*.

Course No	Course Name	Credits	Pre- requisites	Co-requisites	Restrictions
Level 8					
ARCH8011	**Research Methods**	**15**			
ARCH8121	**Studio**	**15**			
ARCH8122	**Studio**	**30**			
ARCH8311	**Architectural Theory**	**15**			
ARCH8411	**Architectural Technology**	**15**			
ARCH8511	**Professional Business Management**	**15**			
And one elective from the following					
ARCH8611	*Negotiated Study*	*15*			
ARCH8614	*Housing in Cities_H2*	*15*			
ARCH8618	*Digital Fabrication*	*15*			*ARCH 7621*
ARCH8619	*Design Economics*	*15*			
ARCH8621	*Negotiated Studio*	*15*			
ARCH8622	*Negotiated Studio*	*30*			
ARCH8623	*Special Topic 1*	*15*			
ARCH8624	*Special Topic 2*	*15*			
ARCH8628	*Re-designing Earthquake Prone Buildings*	*15*			
ARCH8629	*Building Conservation*	*15*			
ARCH8631	*Special Topic 3*	*15*			
Level 9					
ARCH9111	**Research Project**	**120**	**ARCH8011 & ARCH8121 &**		

			ARCH8122 plus an additional 30 credits at Level 8 and an approved research proposal		
Work Experience Courses (see 3.2)					
ARCH WE801	Year 1A Work Experience 120 Hours	120 Hours			
ARCH WE802	Year 1B Work Experience 120 Hours	120 Hours			
ARCH WE803	Year 2A Work Experience 120 Hours	120 Hours			
ARCH WE804	Year 2B Work Experience 120 Hours	120 Hours			

Table 2b: Elective Courses not currently offered

Course No	Course Name	Credits	Pre- requisites	Co-requisites	Restrictions
ARCH8612	*Studies in NZ & Pacific Architecture*	*15*			
ARCH8613	*Urban Cultures*	*15*			*ARCH 7616*
ARCH8620	*Revit: Beauty and the BIM*	*15*			*ARCH7614*
ARCH8626	*Essentials of Energy Efficient Housing Design 1*	*15*			*ARCH6620*
ARCH8627	*Essentials of Energy Efficient Housing Design 2*	*15*	ARCH6620 or ARCH6623 or ARCH8623 or ARCH8626		
ARCH8630	*Sustainable Communities*	*15*			*ARCH6622*

Notes: Elective courses offered at Level 8 within the MArch (Prof) programme are not available to students who have successfully completed an elective with the same name at Level 7 within the Bachelor of Architectural Studies programme.

3.2 Mahi Waehanga Pāhekoheko | Integrated and Work-based components

a. In order to graduate, a student must complete 480 hours of approved work experience within the discipline of architecture and present a log of this work to a standard and in a format approved by the relevant Academic Authority.
b. Students who have completed appropriate practical work prior to enrolling in the programme may apply to the Programme Committee to have this work recognised. Normally no more than 240 hours will be recognised, unless exceptional circumstances apply
c. Students will enrol in administrative courses to record their achievement and recognise 240 hours of completed work experience.

3.3 Mahi Akoranga I A Wāhanga | Course Load per Semester

The normal full-time course load is 60 credits per semester, or 75 credits with the approval of the relevant academic authority.

3.4 Whakaurunga Takiwā | Registration Periods

a. The maximum period for completion of a master's degree will be as specified in the Programme Schedule or Programme Regulations and will not normally be exceeding 60 months from the date of commencement of study.
b. In exceptional circumstances, the relevant Academic Authority may agree to an extension of enrolment for a specified period as specified in the Programme Schedule or Programme Regulations and normally not exceeding 12 months.
c. Where a candidate is enrolled full-time throughout the period of their registration, the maximum period of registration for the award of the degree with honours is 36 months.

	d. Where a candidate is undertaking the degree by part-time study, the maximum period of registration for the award of the degree with honours is 60 months; this period being reduced to account for periods of full-time study. e. The maximum period of registration to be eligible for the award of the degree with honours, as outlined herein, shall be reduced in proportion to the number of cross-credits gained. f. Enrolment for a Master's degree will normally be continuous at Level 9. The relevant Academic Authority may, on the receipt of a written application from a candidate, approve a suspension (pause of study) of enrolment for up to a maximum of 12 months. All Level 8 course work *must* be completed within three years from date of enrolment unless an extension is approved by the relevant Academic Authority. In such cases the period of suspension (pause of study) will not count towards the registration period of the degree. g. On the recommendation of the relevant Academic Authority, and with the approval of the Director Research and Enterprise/Tūāpapa Rangahau, a student may be permitted to enrol for 15 credits in dissertation, thesis, or research project. This approval will apply in cases where the student already has paid for the full number of research credits required for their degree, and the supervisors state the dissertation, thesis or research project will be submitted no later than two months after the semester begins. Should that deadline not be met, the student will be required to enrol for a further 15 credits. **3.5 Whakawhiwhi Tāpiripiri| Additional Awards** **3.5.1 Master's Degree with Honours** To be awarded the Master of Architecture (Professional) with Honours, a student must successfully complete a minimum of 180 credits which includes the completion of a thesis, dissertation, or research project of at least 45 credits at level 9 with the following conditions: a. The master's degree shall be awarded with First Class Honours if the following criteria are satisfied, within the time limits as defined in section 3.4. b, c, d and e of these regulations: achieved a cumulative Grade Point Average of 7.0 or better in all necessary courses, with no less than a B+ in any one course, and with no less than an A- for the thesis, dissertation or research project and completion of the requirements within the time limits. b. The master's degree shall be awarded with Second Class Honours if the following criteria are satisfied, within the time limits as defined in section 3.4. b, c, d and e of these regulations: achieved a cumulative Grade Point Average of 5.0 or better in all necessary courses, with no less than a B- in any one course and with no less than a B in the thesis, dissertation or research project and completion of the requirements within the time limits. c. The master's degree with honours shall be awarded if all courses and the thesis, dissertation or research project achieve a passing grade, and all requirements are completed within the time limits. d. A student may repeat a course that he/she has successfully completed in order to achieve a higher grade to be used in the calculation of honours. e. A candidate who has failed any course shall not be eligible for honours.
4. Tūtukitanga Whakamihi | Credit Recognition *Credit Recognition complies with Unitec's Assessment, Moderation and Grades Policy and associated procedure.*	**4.1 Whakawhiti Tūtukitanga | Cross Credit** Credits will not be awarded for successful study that took place more than 5 years prior to the date of first enrolment in the programme. a. A student may be awarded credits or exemptions in recognition of successful equivalent study, at the same or a higher level in the context of another programme. b. The credit recognition may be: i. specified, where there is direct equivalence of the learning outcomes of a completed course and a course in the programme; or ii. unspecified, where the previous study has taken place in a programme with a similar philosophy but there is no exact match in the programme's courses. c. Cross credits will not be given for a Research Project, Dissertation or Thesis in a postgraduate programme. **4.2 Aromatawai Tōmua | Assessment of Prior Learning (APL)** Assessment of Prior Learning is not available for this programme. **4.3 Ākonga Whakawhiti| Student Exchange**

Study at an international partner institution is available in this Programme. Credit Recognition is applied to the Unitec student's academic record upon their return to New Zealand.

5. Waeture Aromatawai | Assessment Regulations

Assessment Regulations comply with Unitec's Assessment, Moderation and Grades Policy and associated procedure.

5.1 Paparahi Aromatawai | Assessment Basis

Assessment in this programme is achievement based using an 11-point scale. Students must obtain at least 50% overall score in any achievement-based course in order to pass that course.

5.2 Ākoranga Taumata | Course grades

Course grades will be determined by the mathematical aggregation of weighted assessment marks and reported according to the following scales. Participants must obtain at least 50% overall score in order to pass achievement-based assessment.

Table 3: Achievement based 11-point assessment system

Grade	Meaning	Result	Percentage
A+	Distinction	Credits Earned	90 – 100
A	Distinction	Credits Earned	85 – 89
A-	Distinction	Credits Earned	80 – 84
B+	Merit	Credits Earned	75 – 79
B	Merit	Credits Earned	70 – 74
B-	Merit	Credits Earned	65 – 69
C+	Pass	Credits Earned	60 – 64
C	Pass	Credits Earned	55 – 59
C-	Pass	Credits Earned	50 – 54
D	Fail	No Credits Earned	40 – 49
E	Fail	No Credits Earned	0 – 39

5.3 Paearu Taumata | Grade Criteria

Students may be awarded one of the following grades for a course:

Table 4: Grade Criteria

Grade	Meaning	Criteria
CR	Credit Recognition	The student has applied for and been awarded a credit recognition from another qualification
CTG	Continuing	The Course runs for more than one semester, and the final Summative Assessment has not yet occurred. No Credits earned
DEF	Deferred	The student has approval to complete a Course Assessment beyond the schedule date. Unless an exception has been approved, any Deferred Grade remaining on a student's record beyond a duration equal to that of the original course will be changed to the grade to which the Student would otherwise be entitled. No Credits earned.
DNC	Did not Complete	The grade DNC (Did Not Complete) is recorded if a student has either withdrawn after 75% of the scheduled Course duration; or not attempted a compulsory item of Assessment within a Course. No Credits earned.

	ES	Student Exchange	The Student has completed an approved inter-institutional exchange, and it is not appropriate for another grade to be awarded. No Credits earned.
	NGA	No Grade Associated	Course assessment and reporting of results are not required for this course or are carried out by an external agency. No Credits earned
	R	Restricted Pass	The student has been awarded a restricted pass subject to Relevant clause in this schedule. Credits earned.
	W	Withdrawn	The student withdraws from a Course after 10% of the scheduled Course duration and up to, or at, the date at which 75% of the scheduled Course has passed. No credits earned.
	#	Estimated Grade	If any portion of Summative Assessment has been estimated, the final grade will be an estimated grade and annotated "#" on the Student's Academic Record.

6. Aromatawai Mahinga | Assessment Procedures *Assessment Procedures comply with Unitec's Assessment Moderation and Grades Policy and associated procedure.*	**6.1 Ākoranga Aromatawai | Course Assessment** Courses employ both formative and summative assessment activities. Formative assessments do not contribute to the final grade for a given course. All summative assessment elements are compulsory unless otherwise approved and noted in course information. Students must attempt all compulsory assessment activities in order to pass and receive credit for any course. Students who do not attempt a compulsory item of assessment may be awarded a 'Did Not Complete'(DNC) for the whole course and may not earn any credits. **6.2 Aromatawai I Roto I Te Reo | Assessment in Te Reo** All students have the right to submit any summative assessment task in Te reo Māori. The process for submission of summative assessment work in Te reo Māori is governed by the Unitec Assessment in Te Reo Māori procedure and detailed in course material. **6.3 Tāpaetanga Tōmuri | Submission and late submission of work (for level 8 courses only)** a. The due dates for all summative assessment work will be notified at the commencement of each course. b. Unless an extension has been granted by the relevant Academic Authority and except in exceptional circumstances beyond the control of the candidate, no late work will be accepted for marking. c. If the assessment is not compulsory, the student will receive a 'zero' grade for that assignment. If the assignment is compulsory, then the student will receive a DNC grade for the entire course. d. Applications for extensions must be made in line with School practice as described in course material. e. Any extension will be carried out within a specified time period as agreed with the relevant academic authority and no further extensions will be granted. f. If the assessment is not compulsory, the student will receive a 'zero' grade for that assignment. If the assignment is compulsory, then the student will receive a DNC grade for the entire course. **6.4 Whakamātautau Anō | Resubmission or Reassessment (for level 8 courses only)** a. A piece of assessment that has been awarded a 'fail' grade may be re-submitted: EITHER i. only one failed assessment per course may be re-submitted; OR ii. no more than 30 per cent of the course value of assessment may be submitted for re-assessment. b. The maximum grade allowable for a re-assessed failed assessment is C-. c. An assignment may not be re-submitted more than once. d. If a 'fail' grade is awarded, the candidate shall receive a copy of the assessed work, and the original shall be held. e. The candidate shall make a request for a re-submission to the relevant Academic Authority, in writing, within seven working days of the return of the assignment and negotiate a re-submission date with the lecturer responsible for the assignment. f. Any candidate who is required to re-submit or significantly revise a Master's research thesis, dissertation, or research project must do so within three months from the date of notification of the result. i. In exceptional circumstances, this period may be extended by the relevant Academic Authority.

ii. If submission is not completed by the end of the period for which fees have been paid, the student must re-enrol and pay for 15 credits.

6.5 Āhuatanga Aromatawai Motuhake | Affected Performance Consideration

A student may apply for Affected Performance Consideration (APC) if:

a. The student is unable to attend an examination, compulsory assessment or fixed time and place assessment activity due to illness, injury, bereavement, or other critical circumstances
b. The student's preparation for, or performance in an examination or any summative assessment has been seriously impaired due to circumstances beyond their control

Applications for APC are made by a student within 5 working days of the affected assessment event. Decisions to approve an APC and to apply any remedy are made according to the Assessment and Grading Procedures and Regulations.

6.6 Pāhi Rāhui | Restricted Pass

There is no provision for the award of a restricted passes in this Programme.

6.7 Tuaruatanga | Repeating Courses

Any Student enrolled in a level 8 course that comprises part of a postgraduate programme does not have an automatic right to re-enrol. Students must apply for permission to re-enrol to the relevant Academic Authority (see 6.8c below). There is no provision for third time enrolment for a course that comprises part of a Postgraduate Programme.

A Master's research thesis, dissertation, or research project at Level 9 may not be repeated (see 6.8 below).

Students who are given permission to repeat a Level 8 course would normally be required to submit all assessment items. In some cases, with the prior approval of the relevant academic authority, students may not be required to repeat an equivalent assessment item that they had previously passed. This should be negotiated within the first two weeks of the commencement of the course and will specify any course grade that will be carried over.

6.8 Whakakorenga | Exclusions

No student will be allowed to enrol in any course more than twice unless there are exceptional circumstances approved by the relevant academic authority.

a. Any Student who fails to achieve at least 50 per cent of the credits that he or she is enrolled in in any 12-month period may be excluded by the relevant Academic Authority from re-enrolling in any further courses. The decision whether students can re-enrol in further courses will be based on a student's likelihood of succeeding in further study and will be made by the relevant Head of School.
b. When calculating the 12-month period in a. above, Unitec reserves the right to include any relevant time spent by the Student studying at another tertiary institution.
c. A Student who has not achieved a Pass Grade for a level 8 Course shall not be enrolled again for that Course except with the permission of the relevant Academic Authority.
d. The relevant Academic Authority will advise the Student in writing of their decision, and the reasons for such decision, and any orders made.
e. There are no provisions for repeating a Level 9 Course.

6.9 Research Projects and Examination Regulations

6.9.1 Supervision of Theses, Dissertations, and Research Projects

a. A proposal for a thesis, dissertation, or research project topic must meet the requirements of the relevant Academic Authority. Supervisors should be appointed no later than six weeks from the commencement of the thesis, dissertation, or research project.
b. Prior to commencement of a thesis, dissertation, or research project, the relevant Academic Authority shall oversee the appointment of supervisors.
c. A candidate undertaking a thesis, dissertation, or research project shall have a minimum of two supervisors, except as in clause c(iv) below.
    i. At least one supervisor shall have experience of supervising candidates to the successful completion of the research component of a Masters or Doctoral degree;

ii. One supervisor shall be the principal supervisor with responsibility to supervise the candidate on a regular and frequent basis;
iii. With the exception of external supervisors or advisers, all supervisors shall be registered on Unitec's Register of Supervisors;
iv. A candidate undertaking a research project worth fewer than 60 credits may have one supervisor, provided that supervisor is on the Principal Supervisors Register.

d. If the absence or unavailability of a supervisor would be likely to unreasonably disadvantage student progress, a substitute supervisor will be appointed. Any change of supervisor will be approved by the relevant Academic Authority.
e. In the case of candidates whose work is not proceeding satisfactorily due to an ineffective working relationship with their supervisor(s), the relevant Academic Authority may, where necessary, arrange for a suitably qualified replacement to be appointed.

6.9.2 Thesis, Dissertation, and Research Project Examination Regulations

a. The Director Research and Enterprise/Tūāpapa Rangahau shall appoint examiners on the basis of recommendations made by the relevant Academic Authority.
b. Theses, dissertations, and research projects will not be accepted for examination unless the student is enrolled on the relevant course at the time that they submit the work and unless a signed Declaration Form is provided at the time of submission.
c. All theses, dissertations, and research projects over 60 credits shall be assessed by a minimum of two examiners, at least one of whom shall be an independent external examiner who is not a member of the academic staff of Unitec. Persons who have acted as a candidate's supervisor or adviser normally will not be appointed as examiners of that candidate's research.
d. Research components of 60 credits or less must be assessed by a person who has not acted as a candidate's supervisor or advisor and must be moderated by a person other than the assessor, the candidate's supervisor, or advisor.
e. When a thesis, dissertation, or research project has been submitted by a candidate who is also a Unitec staff member, all examiners appointed to assess the work normally would be external to Unitec.
f. The examiners shall be appointed on the basis of postgraduate qualifications, experience in research, or independent scholarship and practice in the general area of the candidate's study, and at least one examiner must have experience as a specialist in the area to be examined.
g. At least one examiner for a thesis, dissertation, or research project shall have substantial experience of examining postgraduate degree candidates.
h. Each examiner for a thesis, dissertation, or research project shall read and examine the submitted work and present an independent report to the Director Research and Enterprise/Tūāpapa Rangahau.

In completing the report, each examiner shall consider whether the work satisfies the requirements of the degree and shall make an appropriate recommendation in accordance with guidelines to examiners.

6.9.3 Thesis, Dissertation, and Research Project Examination

All examinations in this programme are governed by the Unitec Examinations Regulations.
Scope of Work to be examined. The following shall be presented for examination:

- An oral explanation of the work in a public setting;
- The Design project as two dimensional or three-dimensional manifestation
- A digital copy of the work; which shall be lodged with the Unitec Library
- Two soft-bound copies plus a PDF (e-copy) of an explanatory document which includes, a review of current theory and practice, a description of the development of the work and a critical appraisal of the finished work and the theoretical framework that informed it. Minimum 10,000 words excluding notes and bibliography.

a. The Director Research and Enterprise/Tūāpapa Rangahau shall appoint examiners on the basis of recommendations made by the relevant Academic Authority. The implementation of a recognised procedure for checking the authenticity of the research report is mandatory, prior to research projects being submitted to examiners.

b. Each examiner for a thesis, dissertation, or research project shall read and examine the submitted work and present an independent report to the Director Research and Enterprise/Tūāpapa Rangahau. In completing the report, each examiner shall consider whether the work satisfies the requirements of the degree and shall make an appropriate recommendation in accordance with guidelines to examiners.

c. In the event of any reference to plagiarism in an examiner's report, the Postgraduate Office may review the circumstances around such a claim before the report is referred to the Director Research and Enterprise/Tūāpapa Rangahau for approval of the final grade. If there is cause for concern about the claim, the Director Research and Enterprise/Tūāpapa Rangahau will enter into dialogue with the examiner to facilitate clarification.

d. Where changes to the thesis, dissertation, or research project have been required by the examiners in order for it to be accepted and a grade awarded, these changes have to be made to the satisfaction of the student's primary supervisor. Confirmation the changes have been satisfactorily made needs to be sent to Tūāpapa Rangahau before the student submits their electronic copies for completion.

e. Where there are two examiners and the recommended grades of those examiners are not identical, the Director Research and Enterprise/Tūāpapa Rangahau, having read the examiners' reports, shall apply the following steps in sequence until a result is reached:

    i. Provided one of the recommended grades is not a failing grade:

        a. If the range of recommended grades is two grade levels, the Director Research and Enterprise/Tūāpapa Rangahau shall award the higher of the two recommended grades;

        b. If the range of recommended grades is three grade levels, the Director Research and Enterprise/Tūāpapa Rangahau shall award the intermediate grade between the two recommended grades;

        c. If the range between two recommended grades is more than three grade levels, the Director Research and Enterprise/Tūāpapa Rangahau shall apply the process in clause e(iii) below.

    ii. If one of the recommended grades is a failing grade, the Director Research and Enterprise/Tūāpapa Rangahau shall apply the process in clause e(iii) below.

    iii. The Director Research and Enterprise/Tūāpapa Rangahau shall initiate a process of consultation with the examiners and endeavour to determine whether a closer agreement may be reached between the examiners.

    If, following that consultation, any of the conditions in this clause are satisfied, the Director Research and Enterprise/Tūāpapa Rangahau shall award the grade applicable under the relevant provision of clause e(i) above. However, if none of the conditions in clause e are satisfied, the Dean shall apply the process in clause e(iv).

    iv. On the basis of a recommendation by the relevant Academic Authority and after due consideration and approval by the Director Research and Enterprise/Tūāpapa Rangahau, the Director Research and Enterprise/Tūāpapa Rangahau shall appoint an independent adjudicator (being an experienced academic in a relevant field and, normally, external to Unitec).

    The adjudicator will determine a final grade, within the range of grades originally assigned by the examiners, based on an assessment of the student's research work and anonymous copies of the previous examiners' reports and recommended grades (copies of which will be provided to the adjudicator).

f. In cases where more than two examiners have been appointed, the Director Research and Enterprise/Tūāpapa Rangahau may accept a majority recommendation, provided the majority recommendation includes at least one examiner who is external to Unitec.

6.9.4 Examiners' recommendations

a. The examiners shall, at the time of the presentation of work, determine and make a recommended grade to the Director Research and Enterprise/Tūāpapa Rangahau. The examiners may recommend that a project be:

- accepted and a grade awarded;
- accepted and a grade awarded after minor amendments have been made to the satisfaction of one or more of the examiners;

	• rejected in its present form and awarded a grade of D, but be permitted to be revised, resubmitted, and re-examined by at least two of the original examiners, including at least one external examiner, with a maximum grade of C-. • failed with no right of resubmission, and awarded a grade of E. b. The Chair of the Final Convenors panel will provide a written report to the Director Research and Enterprise/Tūāpapa Rangahau. This will include convenors and examiners' reports of each individual examination. In the case the examiners recommend accepting the work after minor amendments have been made, or rejecting it but permitting re-submission, the Convenor of the respective examination will provide this information to the Chair before the proceedings of the moderation panel. The Chair will forward this information, together with any further similar demands by the adjudicator, to the Director Research and Enterprise/Tūāpapa Rangahau. c. The Director Research and Enterprise/Tūāpapa Rangahau shall declare the final grade for the research project. d. In the case a Research Project has received A or A+ final grade, the final moderation panel may recommend to the Director Research and Enterprise/Tūāpapa Rangahau to award the degree (upon completion) with Distinction for Architectural Design. e. Any and all correspondence with the candidate regarding the outcome of the examination process shall be conducted by the Director Research and Enterprise/Tūāpapa Rangahau. **6.10 Tono Pīra | Appeals** Students may appeal the decisions made under these regulations in accordance with the Student Appeal Procedure. **6.10.1 Appeals against Decisions for Thesis, Dissertation, or Research Project** a. Candidates may appeal against a decision of the Director Research and Enterprise/Tūāpapa Rangahau in accordance with Assessment, Moderation, and Grades Policy. b. Applications for appeal must be received by the Chair of the Academic Board within 15 working days of the mailing of the decision of the Director Research and Enterprise/Tūāpapa Rangahau. In exceptional circumstances, the Chair of the Academic Board may extend the time for receipt of the application for appeal. c. The only allowable grounds for appeal are that: i. Except as allowed for in the Assessment, Moderation, and Grades Policy, there shall be two grounds of appeal only. These grounds are that: a) additional information has become available that was not available and could not reasonably have been made available at the time the original decision was made; or b) there was a material irregularity in the conduct of summative assessment on the course or in the procedures of the relevant Academic Authority or the Director Research and Enterprise/Tūāpapa Rangahau. d. If, in the opinion of the Chair of the Academic Board, the grounds for appeal have not been satisfied, the Chair of the Academic Board shall notify the student within 10 working days that the appeal will not be heard.
7. Whakaritenga Whānui | General Provisions	**7.1 Whakamāramatanga ā-kaupapa | Definition of Terms** In these regulations, unless the context otherwise requires, the following definitions shall apply: • 'Relevant academic authority' refers to an individual or role holder, or in some cases a committee, who has been delegated the authority to make a decision within a specific circumstance. A schedule of the various relevant academic authority delegations is maintained by the Programme Academic Quality Committee responsible for the Programme. • Dissertation' means a record of a course of study in which a candidate undertakes an independent scholarly investigation of an appropriate topic, and/or a small-scale research project deemed equivalent to 60 credits, level 9. • 'External Examiner' means a person external to Unitec appointed to assess student work. • 'Research Project' means a record of a course of study in which a candidate undertakes a practice-based, applied scholarly investigation of an appropriate topic, deemed equivalent to at least 45 credits, level 9. • 'Supervisor' means a person who fulfils the role of adviser, mentor and motivator, thereby guiding the academic progress of the candidate to reach his or her research potential.

	• 'Thesis' means a record of sustained independent research in which the candidate's own work forms, as a point of origin or reference, a significant part of the intellectual enquiry of an appropriate topic. It is normally 90 credits or more at Level 9.

8 Āhuatanga Tauwhirowhiro Ritenga | Transitional Arrangements

There are no transition arrangements currently active in this programme.

9. Kupu Āpiti | Schedules or Appendices

Schedule #: Hōtaka Whakarerekē O Ngā Āhuatanga Ako | Modified Programmes of Study

There are no modified programmes of study currently active in this programme.

10. Regulation Version Control

Ver No.	*Approved by*	*Date of Change*	*Effective from*	*Description of change*
10.5	*Programme Improvement Committee*	*13-15/6/18*	*Sem 1 2019*	*Replacement of pre-req ARCH8111 with ARCH8121 & ARCH8122 for ARCH9111*
10.6	*Academic Approvals Committee Standing Committee*	*15/3/21*	*Sem 1 2021*	*Addition of two administrative courses for work experience recognition and reformatting the document*
10.6.1	*Academic Approvals Committee Standing Committee*	*01/06/21*	*Sem 1 2021*	*Addition of two more administrative courses for work experience recognition ARCH WE803 & WE804*
10.6.2	*Academic Approvals Committee*	*21/08/25*	*Sem 1 2026*	*Alignment of entry to other tertiary providers and addition of 'pause of study' to clarify/define "suspension" of study.*

Appendix 4: MARCP Course descriptors

ARCH8011:	RESEARCH METHODS				
Course number:	ARCH8011	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Compulsory	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040101	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
50		100	150

Outcome Statement:
To develop the capability for critical thinking, devising, and conducting an independent architectural research project.

Learning Outcomes:
By the end of the course the student will be able to:

1. Critically reflect on a variety of research and design theories and methodologies from a designer's standpoint.
2. Translate the chances, risks and limits of the design process into practice.
3. Discuss the role of research in professional practice for both pragmatic and design purposes.
4. Develop a research proposal that meets accepted research protocols.
5. Critically apply methodologies of academic research.

Learning and Teaching:

- Lectures
- Seminars
- Small-group work
- Work with the proposed supervisor.

Topics:
Architectural research methods and design theories: critical thinking; conceptual thinking; morphological analysis; programme; diagram; methods of design development through drawing and modelling.
Requirements of academic research: articulation of a research problem; review of current practice and knowledge; establishing of research methodology in general and establishment of presentation protocols; ethics and research protocols; a timeline.

Assessment:

Weighting	Nature of assessment	Learning outcomes
50%	Assignment: critical essay on research methodology	1 to 3
50%	Research proposal	4, 5

Learning resources required:

A reader of texts, compiled by the course coordinator with texts on specific architectural research and programmatic texts on design theory

Learning resources recommended:

Borden, I. and Katerina Rüedi Ray (2000). *The Dissertation*. Oxford: Elsevier
Groat, Linda and David Wang (2002). Architectural Research Methods. New York: John Wiley & Sons, Inc.
Schön, Donald (1985). The Design Studio: An Exploration of its Traditions and Potentials. London: RIBA Publications.
Schön, Donald (1990). Educating the Reflective Practitioner. Oxford; San Francisco: Jossey- Bass.
Stella Cottrell (2011), Critical Thinking Skills, New York: Palgrave.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*

ARCH8121: STUDIO					
Course number:	ARCH8121	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Compulsory	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040101	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
20		130	150

Outcome Statement:

To develop capability in the design of complex architectural projects included in the generality of urban, industrial, and city fringe architectures, with particular reference to high- rise, long-span and large-volume typologies.

Learning Outcomes:

By the end of the course the student will be able to:

1. Research a range of sources and ideas in the interrogation of a complex architectural brief by drawing on architectural precedent case studies, theoretical writings, representational systems, technical studies and form-making research processes.
2. Derive and defend a conceptual or theoretical position to drive the design process.
3. Devise and integrate formal, spatial, constructional, environmental and contextual strategies for high-rise, long-span and large-volume buildings.
4. Carry out detail design for selected structural, material and constructional aspects of a project.
5. Demonstrate competence in appropriate techniques and phases of design project communication.

Learning and Teaching:

- Studio workshops
- Occasional lectures
- Field trips
- Group and individual activity.

Topics:

- The course is based on a sequence of complex projects involving high-rise, long-span and large-volume typologies. Students will engage with these in theoretical, representational, formal and technical terms and develop design documentation skills appropriate to this level.

Assessment:

Weighting	Nature of assessment	Learning outcomes
100%	Design Projects (usually three, but subject to variation in number and weighting from year to year)	1 to 5

Learning resources required:

No set texts. Handouts given and/or directions to Short Term Loans in the library.

Learning resources recommended:

As indicated from time to time.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*
1	21/06/2018	*Sem1, 2019*	*PIC 13-15/06/18*	*New course set up, effective S1-2019*

ARCH8122: STUDIO					
Course number:	ARCH8122	**Level:**	8	**Credits:**	30
Main programme:	Master of Architecture (Professional)			Compulsory	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040101	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
40		260	300

Outcome Statement:

To develop capability in the design of complex architectural projects included in the generality of urban, industrial, and city fringe architectures, with particular reference to high- rise, long-span and large-volume typologies.

Learning Outcomes:

By the end of the course the student will be able to:

1. Research a range of sources and ideas in the interrogation of a complex architectural brief by drawing on architectural precedent case studies, theoretical writings, representational systems, technical studies and form-making design research processes including the generation and evaluation of design options.
2. Derive and argue a conceptual or theoretical position to drive the design process.
3. Design with creative imagination and aesthetic judgement to devise and integrate formal, spatial, circulatory, constructional, environmental and contextual place-based strategies to generate coherent design for high-rise, long-span and large-volume buildings.
4. Generate solutions for selected structural, material and constructional and environmental systems aspects of a project.
5. Evaluate and apply appropriate techniques and phases of design project communication.

Learning and Teaching:

- Studio workshops
- Occasional lectures
- Field trips
- Group and individual activity

Topics:

The course is based on a sequence of complex projects involving high-rise, long-span and large-volume typologies. Students will engage with these in theoretical, representational, formal and technical terms and develop design documentation skills appropriate to this level.

Assessment:

Weighting	Nature of assessment	Learning outcomes
100%	Design Projects (usually three, but subject to variation in number and weighting from year to year)	1 to 5

Learning resources required:

No set texts
Handouts given and/or directions to Short Term Loans in the library.

Learning resources recommended:

As indicated from time to time.

Version Tracking:

Version No.	Date of Change	Effective from	Approved by	Description of change
1	13-15/06/18	1184	PIC	New course, effective S2-2018
2	10/06/2019	1194	PIC	Learning Outcome

ARCH 8311:	ARCHITECTURAL THEORY				
Course number:	ARCH 8311	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Compulsory	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040199	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
36		114	150

Outcome Statement:
To develop capability in the analysis and critical evaluation of the ideas of architecture and urban design as represented in texts, drawings and buildings.

Learning Outcomes:
By the end of the course the student will be able to:

1. Critically reflect on different strategies in the analysis and critical evaluation of the ideas of architecture and urban design as represented in texts, drawings and buildings;
2. Critically evaluate the architectural implications of different theoretical positions.
3. Research and evaluate various positions in architectural theory.
4. Develop and defend a theoretical position in architectural theory.

Learning and Teaching:
- Seminars
- Lectures.

Topics:
Historical review of major topics of architectural theory: survey of architectural debates to the present day beginning with the writings of Vitruvius; the Renaissance theories; 17th century debates; 18th century debates between ancients and moderns; aesthetic debates of ca. 1800; 19th century debates on tectonics and structure; debates on craft vs. technology; 19th century theories on the origins of dwelling; space and the body: questions of perception; debates on rationalism, utilitarianism and functionalism; aspects of phenomenology; defining modernism: universality or regionalism; postmodernism and deconstruction; theories of architectural design; contemporary architectural theories and their debates (f. ex. post-colonialism, feminism, digital).

Assessment:

Weighting	Nature of assessment	Learning outcomes
50%	Critical essay	3, 4
50%	Assignment	1, 2

Learning resources required:

Branko Mitrović (2011). *Philosophy for Architects*. New York: Princeton Architecture Press. Kruft, Hanno Walter 1994). *A History of Architectural Theory*. New York: Princeton Architectural Press (Munich, 1985).
Mallgrave, Harry Francis (2005). *Modern Architectural Theory: a Historical Survey, 1673- 1968*. Cambridge: Cambridge University Press.
Scott, Geoffrey Scott (1999). *The Architecture of Humanism. A Study in the History of Taste.* New York: Norton (London 1914).

Learning resources recommended:

Hart, Vaughan and Peter Hicks (eds.) (1998). *Paper Palaces: The Rise of the Renaissance Architectural Treatise*. New Haven: Yale University Press.
Hays, Michael K. (ed.) (1998). *Architecture Theory since 1968*. Cambridge, Mass: MIT Press.
Krier, Leon (1998). *Architecture, Choice or Fate*. Windsor: Papadakis.
Le Corbusier (1923). *Towards a New Architecture* (*Vers une architecture*, Paris). Rywert, Joseph (1980). *The First Moderns: the Architects of the Eighteenth Century*. Cambridge, Mass: MIT Press.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*
1	**Jun 2017**	**Sem 2, 2017**	**PR**	**Changes to LOs, topics and course assessments**

ARCH8411:	ARCHITECTURAL TECHNOLOGY				
Course number:	ARCH8411	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Compulsory	
Requisites / Restrictions:	Nil				
NZSCED field of Study:	040101	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
24		126	150

Outcome Statement:
To explore, in depth, the construction, structure and associated services requirements of unconventional, extreme, or innovative architectural projects.

Learning Outcomes:
By the end of the course the student will be able to:

1. Analyse the constructional, structural and associated services implications of a complex architectural project.
2. Devise effective solutions to a wide range of technological problems related to unconventional, extreme, or innovative architectural projects.
3. Propose and evaluate solution strategies beyond accepted current practice, for a range of technological problems related to unconventional, extreme, or innovative architectural projects.
4. Critically examine the evolution and present state of architectural technology and construction practice and evaluate the significance and potential of current development.

Learning and Teaching:

- Seminars
- Lectures
- Field trips

Topics:

Large scale, long span, large volume, high-tech and very tall buildings, building envelope technologies; unconventional typologies – characteristics of construction, structure and associated services; innovative systems; a history of contemporary architectural technology; case studies; looking to the future.

Assessment:

Weighting	Nature of assessment	Learning outcomes
40%	Assignment (building report)	1, 4
60%	Assignment (drawing-based project)	2, 3

Learning resources required:

Barry, R. (2001). *The Construction of Buildings, Volume 4.* Oxford: Blackwell (5th edition).
Handouts given and/or directions to Short Term Loans in the library.

Learning resources recommended:

Brookes, A.J. (1998). *Cladding of Buildings*. London: Spon (3rd edition).
Charleson, A. (2005). *Structure as Architecture. a sourcebook for architects and structural engineers.* Oxford: Elsevier
Deplazes, A., (ed.) (2005). *Constructing Architecture, Materials, Processes, Structures, A Handbook,* Basel: Birkhäuser
Emmitt, S., Christopher Gorse, & Evan Koppel (2006). *Barry's Advanced Construction of Buildings*. Oxford: Blackwell Publishing (2nd edition).
Foster, J. & R. Harington (2000). *Structure and Fabric Parts 1 & 2.* Boston: Pearson Higher Education.
Ford, E. (1989, 1996). *Details of Modern Architecture*, Volumes 1 & 2. Cambridge, Mass: The MIT Press.
Frampton, K. & John Cava (2001). *Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture*. Cambridge, Mass: The MIT Press.
Kolarevic, B. (ed.) (2003). *Architecture in the Digital Age: Design and Manufacturing.* New York; London: Spon Press
Krewinkel, H. W. (1998). *Glass Buildings, material, structure and detail*. Basel: Birkhäuser Verlag
Ogg, A. (1987).*Architecture in Steel, The Australian Context*. Red Hill, ACT: Royal Australian Institute of Architects
Parlour, R. P. (2000). *Building Services: a guide to integrated design : engineering for architects*. Pymble, NSW: Integral Publishing (3rd edition).

And as indicated from time to time.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*
1	13/09/2018	1192	PIC Approval	Change in Assessment weighting

ARCH8511:	PROFESSIONAL BUSINESS MANAGEMENT				
Course number:	ARCH8511	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Compulsory	
Requisites / Restrictions:	Nil				
NZSCED field of Study:	080399	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
24		126	150

Outcome Statement:
To critically examine the strategic management of architectural businesses, and their business management models.

Learning Outcomes:

By the end of the course the student will be able to:

1. Critically examine business strategies – including strategic and marketing plans, business taxation strategy, and quality management strategies.
2. Devise a strategic plan, with budgets, for a business opportunity.
3. Devise a marketing plan for a business opportunity.
4. Evaluate various management styles.
5. Evaluate management and accounting systems and interpret company financial reports
6. Critically examine and debate business ethics.

Learning and Teaching:
- Seminars
- Workshops
- Lectures
- Group and individual activity

Topics:
Strategic plans and budgets, marketing plans, business taxation strategies, management styles, quality management strategies, interpreting company financial reports, profit and loss reports, balance sheets, management accounting systems, business ethics, entrepreneurial behaviour, ethical considerations of cash flow management.

Assessment:

Weighting	Nature of assessment	Learning outcomes
50%	Assignment (preparation of strategic and marketing plans)	1, 2, 3, 5
10%	Class Exercises	1,5
40%	Examination (student must attain 40% threshold in exam to pass course)	3,4,5, 6

Learning resources:

As indicated from time to time.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*
1	11/12/2018	1192	PIC	Changes to LO.1, Topics, and Assessment Weighting

ARCH8611:	NEGOTIATED STUDY 8611				
Course number:	ARCH8611	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040101	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
15		135	150

Outcome Statement:
To explore the student's chosen topic in the discipline or practice of architecture, in a supervised 15-credit study at Level 8.

Learning Outcomes:
By the end of the course the student will be able to:

1. Formulate a study topic in the discipline or practice of architecture and negotiate a programme of work with a nominated supervisor.
2. Undertake research and scholarship in a chosen topic, under the guidance of a nominated supervisor.
3. Proficiently communicate findings in a chosen topic in accordance with recognised academic protocols.

Learning and Teaching:
Self-directed study under the guidance of a supervisor.

Topics:

Selection of topic and development of proposition; negotiation of Project Agreement; compilation of research; discussion and evaluation of material with supervisor; analysis of research; design and preparation of report.

Assessment:

Weighting	Nature of assessment	Learning outcomes
100%	Assignment (written report)	1 to 3

Learning resources required:

As indicated in support of the chosen study topic.

Learning resources recommended:

As indicated in support of the chosen study topic.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*

ARCH8612:	STUDIES IN NEW ZEALAND & PACIFIC ARCHITECTURE				
Course number:	ARCH8612	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040101	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
24		126	150

This course is not currently offered

Outcome Statement:
To examine significant events and movements in New Zealand and Pacific history and architecture; and encourage on-going research activity in the field of architectural history.

Learning Outcomes:
By the end of the course the student will be able to:

1. Describe and evaluate significant events and movements in New Zealand and Pacific history and architecture.
2. Conduct research into selected aspects of New Zealand and Pacific architectural history.
3. Effectively apply recognised research methodologies in the field of architectural historical research.

Learning and Teaching:

- Seminars
- Lectures
- Field trips
- Oral presentations

Topics:
In each semester of delivery the course will consist of a varying selection of topics drawn from the following list: Polynesian settlement; Māori and post-European Māori architecture; the European colonial period in New Zealand and the South Pacific; aesthetics, politics and architecture; 19th century New Zealand architecture; the development of a modern New Zealand architecture.

Assessment:

Weighting	Nature of assessment	Learning outcomes
60%	Assignment (written report and oral presentation)	2, 3
40%	Examination	1

Learning resources required:

Handouts given and/or directions to Short Term Loans in the library.

Learning resources recommended:

Allen, Anne Elizabeth Guernsey (1993). *Space as social construct : the vernacular architecture of rural Samoa*. Ann Arbor, MI: UMI.

Austin, M. (1975). *Polynesian Architecture in New Zealand*. PhD Thesis (University of Auckland).

Bhabha, Homi (ed) (1990). *Nation and Narration.* London; New York: Routledge.

Clark, Justine (2000). *Looking for the local : architecture and the New Zealand modern*. Wellington: Victoria University Press

Copley, Stephen & Peter Garside (eds) (1994). *The Politics of the Picturesque*. Cambridge; New York: Cambridge University Press.

Dening, Greg (1980). *Islands and Beaches: Discourse on a Silent Land, Marquases 1774 - 1880*. Melbourne: Melbourne University Press.

Field, Michael J. (1991). *Mau: Samoa's Struggle for Freedom*. Auckland: Polynesian Press. King,

Michael (2004). *The Penguin History of New Zealand.* Auckland: Penguin Books (rev. edition).

Mitchell, David & Gillian Chaplin (1984). *The Elegant Shed*. Auckland: Oxford University Press.

Oliver, Paul (2006). *Built to meet Needs: Cultural Issues in Vernacular Architecture*. Oxford: Architectural.

Oliver, Paul (2003). *Dwellings: the Vernacular House World Wide*. London: Phaidon (rev. edition).

Orange, Claudia (2004). *The Treaty of Waitangi*. Wellington: Bridget Williams Books (4th edition).

Porter, Frances (ed) & NZ Historic Places Trust (1979). *Historic Buildings of New Zealand: North Island*. Auckland: Cassell.

Porter, Frances (ed) & NZ Historic Places Trust (1983). *Historic Buildings of New Zealand: South Island*. Auckland: Methuen.

Salmond, Jeremy (1986). O*ld New Zealand Houses 1800-1940*. Auckland: Reed Methuen.

Shaw, Peter (2003). *A History of New Zealand Architecture*. Auckland: Hodder Moa Beckett (3rd edition).

Stacpoole, John & Peter Beaven (1972). *Architecture 1820-1970.* Wellington: Reed. Stacpoole, John (1976). *Colonial Architecture in New Zealand*. Wellington: Reed.

Te Rangi Hiroa, P.H. Buck (1930). *Samoan Material Culture.* Honolulu: Bernice P. Bishop Museum, Bulletin 75.

Thomas, Nicholas & Diane Losche (eds) (1999). *Double Vision Art Histories and Colonial Histories in the Pacific*. Cambridge; New York: Cambridge University Press.

UNESCO (1992). *The Samoan fale*. Apia, Western Samoa: UNESCO.

Walker, C. (ed) (2005). *Exquisite Apart: 100 years of architecture in New Zealand.* Auckland: Balasoglou Books.

And as indicated from time to time.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*

ARCH8613:	URBAN CULTURES				
Course number:	ARCH8613	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040103	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
24		126	150

This course is not currently offered

Outcome Statement:
To explore, in depth, the major formative stages in the urban development of a nominated New Zealand city.

Learning Outcomes:
By the end of the course the student will be able to:

1. Conduct research into the morphological properties of a city's urban environment as manifestations of complex and constantly changing cultural values.
2. Evaluate and compare the development of a city's urban form with significant examples of contemporary overseas theory and practice.
3. Contribute to the debate on the future urban form of the nominated city (and other cities) in an informed and responsible manner.

Learning and Teaching:

- Lectures
- Guest speakers
- Field trips
- Group and individual work.

Topics:
Building cultures; agents of change; control mechanisms; control hierarchies; types of knowledge; types, paradigms, and models; reading built form; summary.

Assessment:

Weighting	Nature of assessment	Learning Outcomes
100%	Assignment (written report and illustrations)	1 to 3

Learning resources required:

Handouts given and/or directions to Short Term Loans in the library.

Learning resources recommended:

Campbell, Scott and Susan Fainstein (eds) (2003). *Readings in Planning Theory (Studies in Urban & Social Change)*. Malden, MA: Blackwell Publishing Professional (2nd edition).

Davis, Howard (2006). *The Culture of Building*. New York: Oxford University Press. Freestone, Robert (2000). *Urban Planning in a Changing World: The Twentieth Century Experience*. London: Spon publishing.

Habraken, N.J. and Jonathan Teicher (2000). *The Structure of the Ordinary: Form and Control in the Built Environment.* Cambridge, Mass: The MIT Press (new edition).

Hall, Peter (2002). *Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth* Century. Oxford; Malden, MA: Blackwell Publishing (3rd edition).

Hill, Richard (1999). *Designs and Their Consequences: architecture and aesthetics.* New Haven: Yale University Press.

Koolhaas, Rem, and Bruce Mau (1995). *Small, Medium, Large, Extra-Large*, Rotterdam: 010 Publishers

Moore, Keith Diaz (2000). *Culture-Meaning-Architecture: critical reflections on the work of Amos Rapoport.* Aldershot, Herts, England: Ashgate Publishing.

Robbins, Edward (2004). *Shaping the City: Studies in History, Theory and Urban Design.* New York: Routledge.

Shane, David Grahame (2005). *Recombinant Urbanism: Conceptual Modeling in Architecture, Urban Design and City Theory.* Chichester, England; Hoboken, N.J: Wiley-Academy.

And as indicated from time to time.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*

ARCH8614:	HOUSING IN CITIES_H2				
Course number:	ARCH8614	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040103	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
24		126	150

Outcome Statement:
To explore principles of design for higher-density urban housing.

Learning Outcomes:
By the end of the course the student will be able to:

1. Discuss history and theory of housing design in the context of higher-density medium-rise and high-rise housing in 21st century cities.
2. Conduct research into higher density housing to address economics of housing development, supply systems, supply sector influences, construction options, layout, environmental efficiency, car access, and social amenity.
3. Evaluate the political, economic and social constraints that shape higher-density housing and the influence of density on built form.
4. Critically examine current practice in housing design in New Zealand and compare with models from Australia, the USA, and recent housing design in Europe.

Learning and Teaching:

- Seminars
- Guest speakers
- Field trips
- Group and individual work

Topics:
Weekly seminars covering all aspects of higher density housing, case study analyses, and site visits. Indicators of sustainability appropriate to this building type. Principles of housing design, taking changing social patterns into account. The impacts of demographic change and economic constraints are reviewed in the context of current theory, regional growth policies, and sustainable housing design, and in relation to custom and tradition in New Zealand cities. Auckland is the reference city for this course.

Assessment:

Weighting	Nature of assessment	Learning Outcomes
100%	Assignment (written reports (2) and diagrammatic drawings) + Analytical layout design studies cross-referenced to international examples of higher density urban housing).	1 to 4

Learning resources required:

Handouts given and/or directions to Short Term Loans in the library.

Learning resources recommended:

As indicated from time to time.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*
1.		Sem 2, 2021		Minor changes on Topic and Nature of assessment

ARCH8618:	DIGITAL FABRICATION				
Course number:	ARCH8618	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	nil				
NZSCED field of Study:	020115	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
24		126	150

Outcome Statement:

To explore, in depth, theoretical directions and formal vocabularies of design generated by digital processes, and the practical feasibility of a seamless pathway from digital design to digital fabrication.

Learning Outcomes:
By the end of the course the student will be able to:

1. Recommend appropriate selections of design software and digital fabrication techniques from those available to the architectural designer
2. Document complex construction in a form that can be communicated to others.
3. Liaise effectively with industry fabricators and discuss the material and fabrication possibilities and limitations pertaining to a design project.
4. Evaluate and recommend appropriate materials and techniques in the design and fabrication of an object using digital technologies.

Learning and Teaching:

- Studio workshop
- Lectures
- Field trips
- Group and individual work.

Topics:
Rapid prototyping technologies, stereolithography, spatial digitising, CAD (computer-aided design) modelling software, file conversion, CAM (computer-aided manufacturing) software, CNC (computer numerically controlled) fabrication machinery.

Assessment:

Weighting	Nature of assessment	Learning outcomes
100%	Assignment (report and model)	1 to 4

Learning resources required:

Handouts given and/or directions to Short Term Loans in the library.

Learning resources recommended:

As indicated from time to time.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*

ARCH8619:	DESIGN ECONOMICS				
Course number:	ARCH8619	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040307	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
24		126	150

Outcome Statement:
To explore, in depth, the ways in which architects design within given economic environments to optimise value.

Learning Outcomes:
By the end of the course the student will be able to:

1. Design to optimise cost/benefit, through the integration of design (with construction, structure and services).
2. Test the strategies and processes related to developing projects within a collaborative multi-disciplinary team environment.
3. Explain the beneficial effects of Value and Risk Management facilitation in the design process and recommend such cost and value tools as value management, partnering, and value tracking.
4. Critically examine key economic concepts and indicators and how the market values, optimises and plans its assets.

Learning and Teaching:

- Seminars
- Lectures
- Workshops.

Topics:

Understanding and measuring value in architectural projects, value management, risk management, optimising assets in use, development success and profitability, cost/benefit in building design, the limitations of traditional cost planning, first cost v cost-in-use, economic concepts and applications, team dynamics and managerial concepts, designing to optimise value, development controls.

Assessment:

Weighting	Nature of assessment	Learning outcomes
80%	Assignment – drawings and verbal explanation, plus written component.	1,2,4,5
20%	Value Management Workshop and critique	1,2,3

Learning resources required:

Handouts given and/or directions to Short Term Loans in the library. Auckland City District Plan

Learning resources recommended:

Stewart J. & B. Moodie (2004). *Economic Concepts and Applications*. Auckland: Pearson Education NZ. (3rd edition).

And as indicated from time to time.

Version Tracking**:**

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*

ARCH8620:	REVIT: BEAUTY AND THE BIM				
Course number:	ARCH8620	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	Restrictions:ARCH7614				
NZSCED field of Study:	040101	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
24		126	150

This course is not currently offered

Outcome Statement:

To explore, in depth, design and documentation issues associated with the use of the parametric computer modelling program, Autodesk Revit.

Learning Outcomes:
By the end of the course the student will be able to:

1. Critically examine and document schematic design, design development and construction document phases through BIM outputs.
2. Demonstrate successful investigation into rapid-prototyping capabilities of BIM modelling in scaled model representation.

Learning and Teaching:

- Lectures
- Field trip
- Tutorials
- Group and individual work.

Topics:
Principles of Building Information Modelling, User Interface, Common tools; Starting a project, Conceptual Design; Annotation, Construction Document standard; Families & Groups; Schedules, Reports; Introduction to sun studies; Basic rendering.

Assessment:

Weighting	Nature of assessment	Learning outcomes
30%	Initial massing study: documents and model	1
70 %	Final Construction Documents set and model	1, 2

Learning resources required:

Lay Christopher Fox, James J. Balding, AIA (2006). *Introducing & Implementing Autodesk® Revit® Building.*
Handouts given and/or directions to Short Term Loans in the library.

Learning resources recommended:

McCullough, Malcolm (2004). *Digital Ground: Architecture, Pervasive Computing, and Environmental Knowing*. Cambridge, Mass: MIT Press.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*

ARCH8621:	NEGOTIATED STUDIO				
Course number:	ARCH8621	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040101	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
20		130	150

Outcome Statement:
To develop capability in the design of complex architectural projects included in the generality of urban, industrial, and city fringe architectures, with particular reference to high-rise, long- span and large-volume typologies.

Learning Outcomes:
By the end of the course the student will be able to:

1. Research a range of sources and ideas in the interrogation of a complex architectural brief by drawing on architectural precedent case studies, theoretical writings, representational systems, technical studies and form-making research processes.
2. Derive and defend a conceptual or theoretical position to drive the design process.
3. Devise and integrate formal, spatial, constructional, environmental and contextual strategies for high-rise, long-span and large-volume buildings.
4. Carry out detail design for selected structural, material and constructional aspects of a project.
5. Demonstrate competence in appropriate techniques and phases of design project communication.

Learning and Teaching:

- Studio workshops
- Occasional lectures
- Field trips
- Group and individual activity.

Topics:
The course is based on a sequence of complex projects involving high-rise, long-span and large-volume typologies. Students will engage with these in theoretical, representational, formal and technical terms and develop design documentation skills appropriate to this level.

Assessment:

Weighting	Nature of assessment	Learning outcomes
100%	Design Projects (usually one or two, but subject to variation in number and weighting from year to year)	1 to 5

Learning resources required:

No set texts.
Handouts given and/or directions to Short Term Loans in the library.

Learning resources recommended:

As indicated from time to time.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*

ARCH8622:	NEGOTIATED STUDIO				
Course number:	ARCH8622	**Level:**	8	**Credits:**	30
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040101	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
40		260	300

Outcome Statement:
To develop capability in the design of complex architectural projects included in the generality of urban, industrial, and city fringe architectures, with particular reference to high-rise, long- span and large-volume typologies.

Learning Outcomes:
By the end of the course the student will be able to:

1. Research a range of sources and ideas in the interrogation of a complex architectural brief by drawing on architectural precedent case studies, theoretical writings, representational systems, technical studies and form-making research processes.
2. Derive and defend a conceptual or theoretical position to drive the design process.
3. Devise and integrate formal, spatial, constructional, environmental and contextual strategies for high-rise, long-span and large-volume buildings.
4. Carry out detail design for selected structural, material and constructional aspects of a project.
5. Demonstrate competence in appropriate techniques and phases of design project communication.

Learning and Teaching:

- Studio workshops
- Occasional lectures
- Field trips
- Group and individual activity.

Topics:
The course is based in a sequence of complex projects involving high-rise, long-span and large-volume typologies. Students will engage with these in theoretical, representational, formal, and technical terms and develop design documentation skills appropriate to this level.

Assessment:

Weighting	Nature of assessment	Learning outcomes
100%	Design Projects (usually one or two, but subject to variation in number and weighting from year to year)	1 to 5

Learning resources required:

No set texts.
Handouts given and/or directions to Short Term Loans in the library.

Learning resources recommended:

As indicated from time to time.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*

ARCH8623:	SPECIAL TOPIC 1				
Course number:	ARCH8623	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040101	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
24		126	150

Explanation:
This Special Topic Elective course provides an opportunity for a "one-off" elective to be offered at any time – for example (i) by a visiting lecturer, or (ii) in timely response to an important "issue of the day."

Outcome Statement:
To explore a special topic in the discipline or practice of architecture.

Learning Outcomes:
By the end of the course – in accordance with detailed Learning Outcomes indicated for the specific topic – the student will be able to:

1. Analyse and evaluate pertinent issues, and
2. Proficiently communicate findings in accordance with recognised academic protocols.

Learning and Teaching:
To be determined by the specific topic offered.

Topics:
To be determined by the specific topic offered.

Assessment:

Weighting	Nature of assessment	Learning Outcomes
	To be determined by the specific topic offered	1,2

Learning resources required:
To be determined by the specific topic offered

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*

ARCH8624:	SPECIAL TOPIC 2				
Course number:	ARCH8624	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040101	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
24		126	150

Explanation:
This Special Topic Elective course provides an opportunity for a "one-off" elective to be offered at any time – for example (i) by a visiting lecturer, or (ii) in timely response to an important "issue of the day."

Outcome Statement:
To explore a special topic in the discipline or practice of architecture.

Learning Outcomes:
By the end of the course – in accordance with detailed Learning Outcomes indicated for the specific topic – the student will be able to:

1. Analyse and evaluate pertinent issues, and
2. Proficiently communicate findings in accordance with recognised academic protocols.

Learning and Teaching:
To be determined by the specific topic offered.

Topics:
To be determined by the specific topic offered.

Assessment:

Weighting	Nature of assessment	Learning Outcomes
	To be determined by the specific topic offered	1,2

Learning resources required:

To be determined by the specific topic offered.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*

ARCH8626:	ESSENTIALS OF ENERGY EFFICIENT HOUSING DESIGN 1				
Course number:	ARCH8626	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	Restrictions:ARCH6620 or ARCH6623				
NZSCED field of Study:	040199	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
30		120	150

This course is not currently offered

Outcome Statement:
To explore the essential characteristics of energy-efficient housing.

Learning Outcomes:
By the end of the course the student will be able to:

1. Describe and explain the basic principles of energy-efficient housing.
2. Deliver basic design instructions for highly energy-efficient, healthy and comfortable houses in New Zealand climates.

Learning and Teaching:

- Interactive Lectures
- Exercises
- Working on examples.

Topics:

- Surface to volume ratio: the geometric dimension of energy efficiency.
- Thermal building physics: what makes houses maintain warmth?
- Ventilation: energy efficient options for fresh air.
- Hot water: options to further reduce CO2 emissions.
- Indoor environmental quality and energy efficiency: where is the connection?
- The social dimension of energy efficient housing.
- Passive Houses: the spearhead of energy efficient housing.

Assessment:

Weighting	Nature of assessment	Learning outcomes
100%	Examination – closed book	1,2

Closed book exam; calculator without data storage or online capacity allowed.

Learning resources required:

Computer with Office Suite, MS Windows or compatibility layer (e.g. WINE) installed, internet access. NB. Bringing a laptop to class is necessary at times (can be loaned from the library). Handouts given

and/or directions to Short Term Loans in the library.

Learning resources recommended:
Reading list and tools as provided on Moodle, and as indicated from time to time.

Further Information:
This course is an introduction to designing healthy and energy-efficient homes. It will improve understanding of hygrothermal processes in buildings and clearly outline strategies for designing energy-efficient homes.

Subsequent completion of an advanced course (ARCH 8627 Essentials of Energy-Efficient Housing Design 2) offers the option of sitting an externally assessed examination, which leads to the internationally recognised qualification “Certified
Passive House Designer.”

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*

ARCH8627:	ESSENTIALS OF ENERGY EFFICIENT HOUSING DESIGN 2				
Course number:	ARCH8627	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	Pre-requisites:ARCH6620 or ARCH6623 or ARCH8623 or ARCH8626				
NZSCED field of Study:	040199	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
60		90	150

This course is not currently offered

Outcome Statement:
To develop in-depth understanding of the essential characteristics of energy-efficient housing.

Learning Outcomes:
By the end of the course the student will be able to:

1. Critically examine and evaluate the basic principles of energy-efficient housing.
2. Deliver detailed design instructions for highly energy-efficient, healthy and comfortable houses in New Zealand climates.

Learning and Teaching:

- Interactive Lectures
- Exercises
- Working on examples

Topics:

- Thermal building physics (insulation, thermal bridges, airtightness);
- Designing energy efficient ventilation systems;
- Indoor environmental quality: indoor air quality and comfort;
- Options for energy efficient heating and domestic hot water;
- The economics of energy efficient buildings.

Assessment:

Weighting	Nature of assessment	Learning outcomes
100%	Examination – open book	1,2

Learning resources required:

- Computer with Office Suite, MS Windows or compatibility layer (e.g. WINE, Virtual Box) installed, internet access.
- NB. Bringing a laptop to class is necessary (can be loaned from the library).
- A copy of the Passive House Projecting Package (PHPP) and the free software THERM 5.2 (follow link on Moodle) is required. CAD software, e.g. Google Sketchup, is recommended.
- Handouts given and/or directions to Short Term Loans in the library.

Learning resources recommended:

Reading list and tools as provided on Moodle, and as indicated from time to time.

Further Information:

This block course builds on ARCH 8626 (or ARCH 6620/ARCH 6623/ARCH 8623) and explores topics covered therein in more detail. Content is structured around learning targets for the "Certified Passive House Designer" examination, available at:
http://www.passivhausplaner.eu/englisch/download/Exam_regulations.pdf

Subsequent completion of this course offers the option of sitting an externally assessed examination, which leads to the internationally recognised qualification "Certified Passive House Designer." The external assessor (Passivhaus Institut, Germany) charges examination cost – depending on participant numbers and exchange rate – of around NZ$200 to NZ$400

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*

ARCH 8628:	RE-DESIGNING EARTHQUAKE PRONE BUILDINGS				
Course number:	ARCH 8628	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040101	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
24		126	150

Outcome Statement:
To explore, in depth, the present-day issues confronting earthquake prone buildings within New Zealand.

Learning Outcomes:
By the end of the course the student will be able to:

1. Evaluate the political, economic and social constraints that have shaped inner city urban environments.
2. Critically examine the legislation governing the structural upgrade of earthquake prone buildings within New Zealand and its implications for many old commercial buildings.
3. Analyse the implications such legislation will have on a particular chosen building typology such as the shopping precinct.
4. Document the plans and constructional details required to achieve this structural upgrade and design initiative for a particular chosen building.

Learning and Teaching:

- Lectures
- Field trip
- Studio workshops
- Group and individual work.

Topics:
Seminars and discussions covering historical and social patterns leading to the strip shopping centre. Legislation. Case study analyses and site visits. Structural considerations. Construction considerations including health and safety, access, and street closure considerations.

Assessment:

Weighting	Nature of assessment	Learning Outcomes
20%	Assignment (written report)	1
70%	Assignment (design and detailing assignment)	1 to 4
10%	Seminar presentation	1 to 4

Learning resources required:

To be advised.

Learning resources recommended:

To be advised.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*

ARCH 8629:	BUILDING CONVERSATION				
Course number:	ARCH 8629	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040199	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
24		126	150

Outcome Statement:
To develop a critical understanding of the history, theory, and practice of building conservation in Aotearoa New Zealand.

Learning Outcomes:
By the end of the course the student will be able to:

1. Discuss significant events and episodes in the history of heritage protection and building conservation practice; internationally and in Aotearoa New Zealand.
2. Reflect on heritage as a source of cultural identity and valued memory.
3. Critically examine current international, national and local regulatory and policy frameworks and guidelines pertaining to the identification, conservation and protection of heritage buildings, ensembles and sites.
4. Contribute to the assessment of heritage values and determination of appropriate conservation strategies including adaptive reuse, from the spectrum of recognised degrees of intervention.
5. Discuss Aotearoa New Zealand's bi-cultural history of building construction, from the pre-European period to the present era.
6. Reflect on the constructional and aesthetic implications of various intervention measures indicated by a condition assessment, required by regulation, or advised for viable reuse.

Learning and Teaching:

- Lectures
- Field trip
- Studio workshops
- Group and individual work.

Topics:
Conservation History and Theory: a `pre-history of practice (incl. Ruskin and Viollet-le-Duc, Morris and the Society for the Preservation of Ancient Buildings, the C19 German theorists); heritage charters; a bi-cultural Aotearoa NZ history and theory of conservation; giving effect to the principles of the Treaty of Waitangi; the Tapuwae vision document; wahi tapu; cultural sites, landscapes and buildings; heritage as memory and cultural identity; conservation and adaptive reuse as sustainable practice.

Conservation Law & Practice: regulatory frameworks; building condition, value, and risk assessments; processes (research methodology, recording, measurement, documentation, and interpretation); the conservation plan; conservation management and maintenance strategies.

Structure, Fabric and Materials: traditions of construction practice in Aotearoa New Zealand; material

performance characteristics and pathologies; interventions, remediations and adaptations (incl. earthquake strengthening, services retrofit and environmental controls, fire safety, making heritage buildings accessible).

Assessment:

Weighting	Nature of assessment	Learning Outcomes
80%	Case Study (of selected building: report and drawings).	1-6
20%	Presentation (of the Case Study).	1-6

Learning resources required:

DOCOMOMO Constitution and Statement. Eindhoven 1990, and subsequent revisions.
Fielden, Bernard M. Conservation of Historic Buildings. London: Architectural Press, 2003 edition.
Jokilehto, Jukka. A History of Architectural Conservation. Oxford: Butterworth-Heinemann, 2002.
Kerr, J. S. The Conservation Plan: a guide to the preparation of conservation plans for places of European cultural significance. Sydney: National Trust of Australia (NSW), 1996 edition.
ICOMOS NZ. ICOMOS New Zealand Charter for the Conservation of Places of Cultural Heritage Value (ICOMOS New Zealand Charter 2010). Auckland: ICOMOS NZ, 2010 edition.
ICOMOS. International Charters for Conservation and Restoration. Paris, France. (various dates).
Muñoz-Viñas, Salvador. Contemporary Theory of Conservation. Burlington: Elsevier Butterworth Heinemann, 2005.
NZHPT Heritage Guidelines series in 10 booklets: Chris Cochran. Historic Timber Structures; Ian Bowman.
Historic Brick Structures; Ian Bowman. Historic Stone Structures; Greg Bowron and Jan Harris. Preparing Conservation Plans; Chris Cochran. Altering Heritage Buildings; Lou Robinson and Ian Bowman. Earthquake Strengthening; Carol Caldwell and Hamish MacLennan. Fire Safety; Julia Gatley. Making Heritage Buildings Accessible; Greg Bowron and Peter Richardson. Altering Historic Churches; Sarah Holman. Developing Heritage Buildings. Wellington: New Zealand Historic Places Trust, 1992 and 2000.
The Māori Heritage Council. Tapuwae : A Vision for Places of Māori Heritage. Wellington: New Zealand Historic Places Trust, 2009.
And the current regulatory framework pertaining to the identification, conservation and protection of heritage buildings, ensembles, and sites in Aotearoa New Zealand.

Learning resources recommended:

Australia ICOMOS. The Burra Charter: the Australia ICOMOS charter for places of cultural significance 1999: with associated guidelines and code on the ethics of co-existence. Burwood, Vic.: Australia ICOMOS, 2000.
Other learning resources required or recommended as indicated from time to time – including handouts supplied and Short-Term Loans in the library.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*

ARCH 8630:	SUSTAINABLE COMMUNITIES				
Course number:	ARCH 8630	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040199	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
24		126	150

This course is not currently offered.

Outcome Statement:

To develop understanding of the concepts of ecological sustainability and community resilience as they pertain to human settlements and apply the knowledge in design studio.

Learning Outcomes:

By the end of the course the student will be able to:

1. Define, analyse and evaluate the concepts of ecological sustainability, urban ecosystems, urban metabolism, ecological footprint and urban resilience, and how they relate to the contemporary urban form, landscape and design.
2. Select and apply the principles of ecological sustainability in order to critically assess urban development in contemporary New Zealand, with special focus on Auckland as it has been, and as it has been predicted and planned to grow.
3. Generate urban and architectural design proposals based on the key concepts above and be able to critically assess their effectiveness.

Learning and Teaching:

- Lectures
- Class discussion
- Small group work
- Tutorials
- Site visits.

Topics:

The idea and examples of un/sustainable communities in NZ and overseas will be explored in a multidisciplinary context. The theoretical basis is general, and while it focuses on urban ecology it also includes elements of urban geography, urban sociology, and urban economics. Practical implications are for architecture, landscape architecture, urban design, and town and regional planning.

The time-space framework of the course is the contemporary world and its urban and environmental issues at the onset of the 21st century, especially the global environmental change. The focus is on Aotearoa/New Zealand, the environmental legislation (RMA 1991), and possibilities for a more sustainability and resilience-oriented practice of urban design and landscape architecture.

Human settlements of varying status, size, and character - villages, towns, suburbs, cities, resorts – will be observed and analysed, with the objective of improving their resources efficiency and sufficiency through better design.

Assessment:

Weighting	Nature of assessment	Learning Outcomes
50 %	Assignment (essay – case study)	1,2
50 %	Assignment (project – case study)	2,3

Learning resources required:

Timothy Beatley and Peter Newman, Green Urbanism Down Under (Washington D.C: Island Press, 2008)

Mohsen Mostafavi with Gareth Doherty eds., Ecological Urbanism (Zürich, Lars Müller GmbH, 2010)

Learning resources recommended:

Peter Newman and Jeff Kenworthy, Sustainability and Cities (Washington D.C: Island Press, 1999)

Doug Aberley, Futures by Design (Sydney: Envirobook Publishers, 1995)

Herbert Girardet, The Gaia Atlas of Cities (New York: Anchor Books, 1993)

Michael Hough, Cities and Natural Process (London; New York: Routledge, 1995)

Peter Katz, The New Urbanism (New York: McGraw-Hill, 1994)

Ian McHarg, Design with Nature (Garden City, N.Y., Published for the American Museum of Natural History (1969) by the Natural History Press, 1995)

Mark Roseland, Toward Sustainable Communities (Gabriola Island BC: New Society Publishers, 2005)

Robert Thayer, Gray World, Green Heart (New York: Wiley, 1994)

Sim Van der Ryn and Stuart Cowan, Ecological Design (Washington D.C: Island Press, 1996)

Auckland Council website

International websites on urban ecology, sustainability, planning, design, and development.

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*

ARCH8631:	SPECIAL TOPIC 3				
Course number:	ARCH8631	**Level:**	8	**Credits:**	15
Main programme:	Master of Architecture (Professional)			Elective	
Requisites / Restrictions:	nil				
NZSCED field of Study:	040101	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
24		126	150

Explanation:
This Special Topic Elective course provides an opportunity for a "one-off" elective to be offered at any time – for example (i) by a visiting lecturer, or (ii) in timely response to an important "issue of the day."

Outcome Statement:
To explore a special topic in the discipline or practice of architecture.

Learning Outcomes:
By the end of the course – in accordance with detailed Learning Outcomes indicated for the specific topic – the student will be able to:

1. Analyse and evaluate pertinent issues, and
2. Proficiently communicate findings in accordance with recognised academic protocols.

Learning and Teaching:
To be determined by the specific topic offered.

Topics:
To be determined by the specific topic offered.

Assessment:

Weighting	Nature of assessment	Learning Outcomes
	To be determined by the specific topic offered	1,2

Learning resources:
Learning resources required:
To be determined by the specific topic offered

Version Tracking:

Version No.	*Date of Change*	*Effective from*	*Approved by*	*Description of change*
1	13.09.18	1192	PIC	A new elective for Special Topic 3 (Level 8, 15 credits) to be established.

ARCH9111:	RESEARCH PROJECT				
Course number:	ARCH9111	**Level:**	9	**Credits:**	120
Main programme:	Master of Architecture (Professional)			Compulsory	
Requisites / Restrictions:	Pre-requisites: ARCH 8111, ARCH 8011 and at least 30 additional credits at Level 8, and an approved research proposal				
NZSCED field of Study:	040101	**Delivery mode:**	Face to Face/Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
150		1050	1200

Outcome Statement:
To develop mastery in architectural design, through the critical application of design and academic research methods to the supervised investigation of a research question formulated by the student.

Learning Outcomes:
By the end of the course the student will be able to:

1. Formulate and defend a research proposal.
2. Critically apply internationally recognized design and academic research methods to the production of a new work of architecture.
3. Integrate areas of architectural expertise in the production of a new work of architecture while taking account of professional responsibilities and the complex requirements of the architectural brief.
4. Critically reflect on methodological and creative decisions through testing against precedents and contemporary architectural practice.
5. Argue and defend protocols of architectural practice.

Learning and Teaching:

- Seminars
- Guest lecturers
- Workshops.

Topics:
Individual topic and content according to the student's research question.

Assessment:

Weighting	Nature of assessment	Learning outcomes
100%	Architectural design proposition (represented through drawing, modelling, and writing)	1 to 5

Learning resources required:
As directed by students' supervisors.

Version Tracking:

Version	*Date of*	*Effective*	*Approved by*	*Description of change*

No.	*Change*	*from*		

Appendix 4: Research Outputs 2014-2021

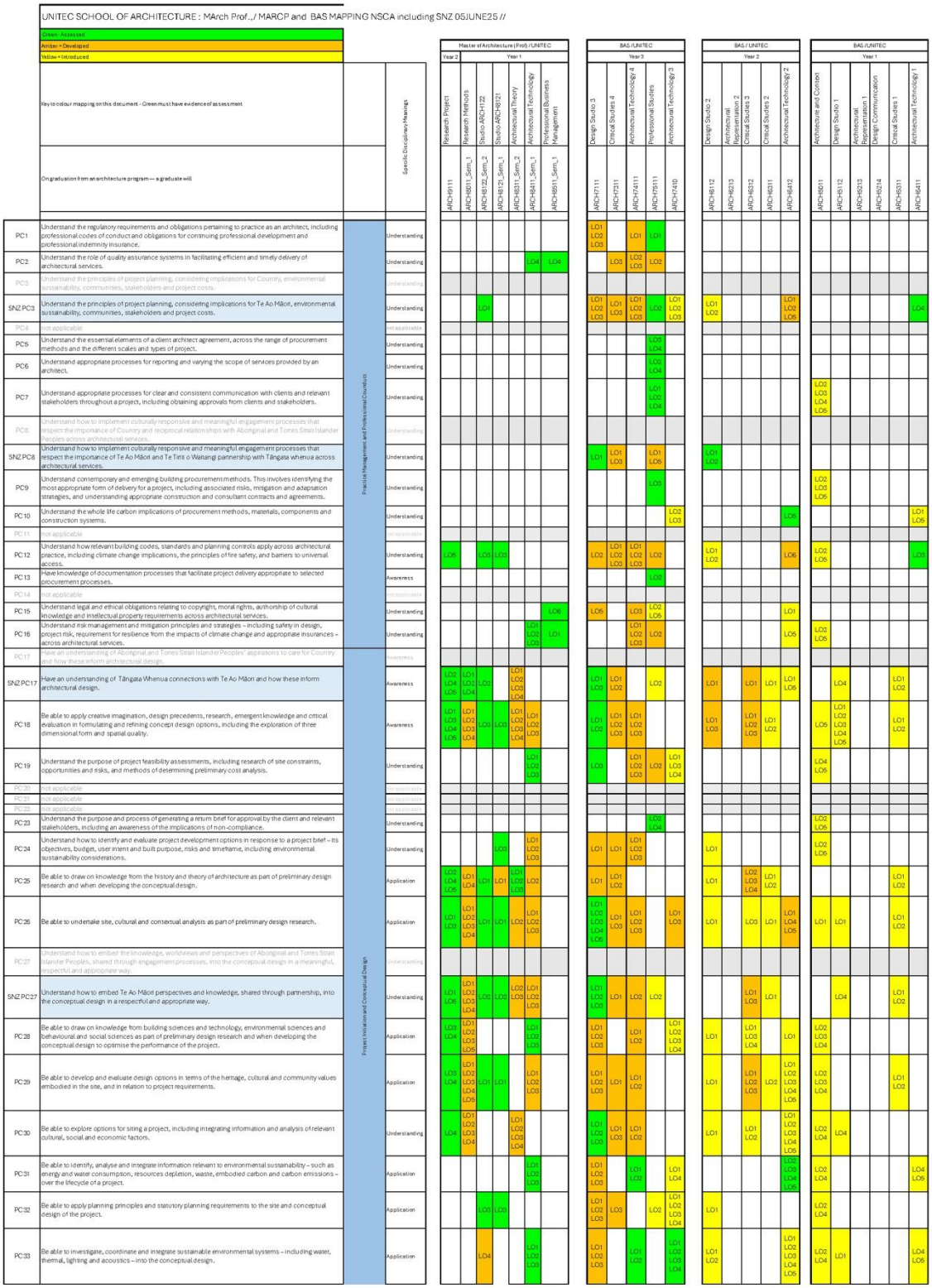
School of Architecture Research Outputs verified 2014-25

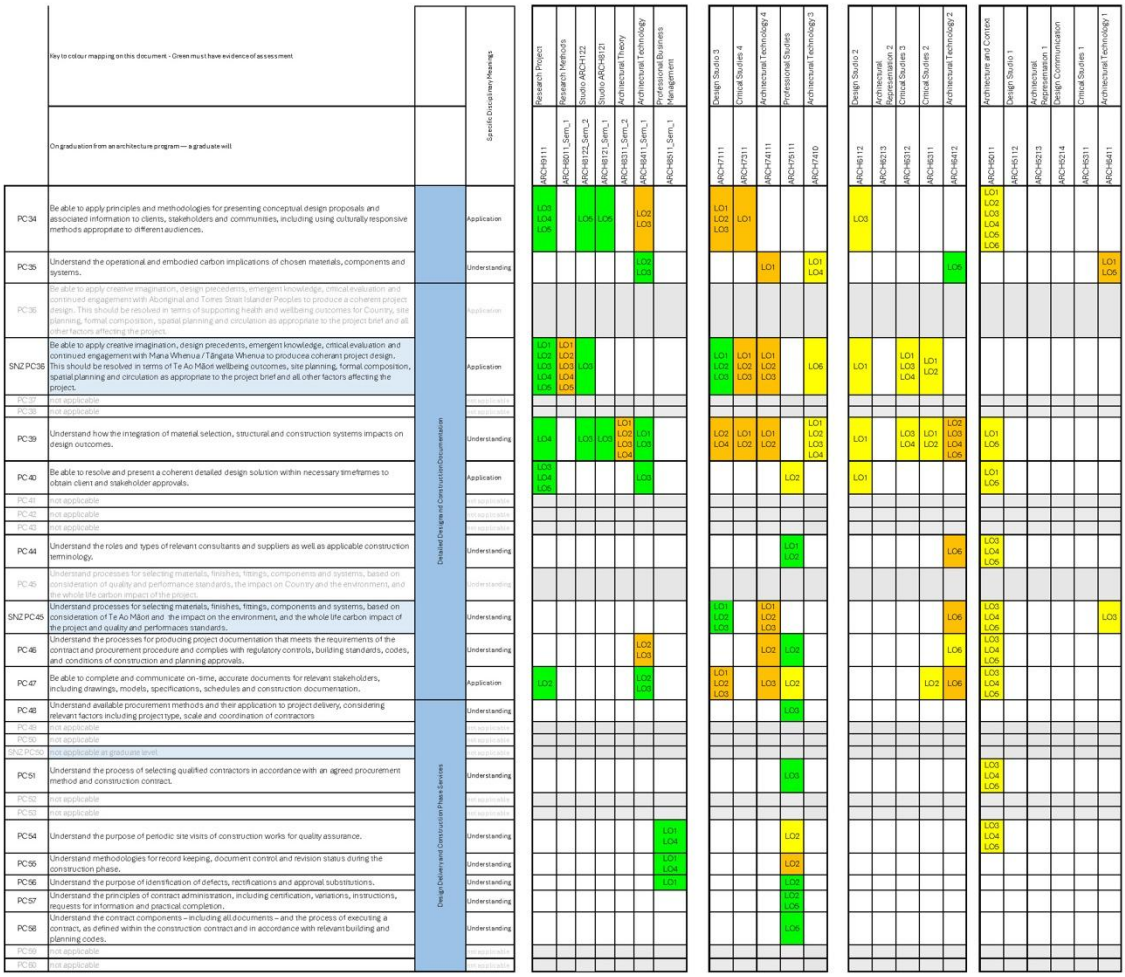
Type	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Total
Artifact/ Object/ Craftwork	1	1	4	3	2	2	3	4	0	0	0	1	21
Awarded Doctoral Thesis	0	0	0	0	0	3	1	0	1	0	1	0	6
Awarded Master's Thesis	1	2	1	1	0	0	1	1	0	1	0	0	8
Book Authored	0	2	0	0	4	2	2	1	0	0	2	0	13
Book Chapter	12	4	2	10	8	4	0	2	5	3	15	0	65
Book Review (Unitec only)	3	2	0	2	0	1	2	0	0	0	1	0	11
Conference Contribution- Abstract	0	3	2	1	0	8	1	1	5	24	4	2	51
Conference Contribution- Oral Presentation	14	16	6	10	5	9	18	13	17	20	26	0	154
Conference Contribution- Other	0	0	0	0	0	0	0	0	0	0	2	0	2
Conference	19	30	18	23	20	8	22	9	9	4	8	3	173

Contribution- Paper in published Proceedings													
Conference Contribution- Poster Presentation	0	9	0	3	3	1	2	0	1	0	0	0	19
Design Output	0	2	0	5	1	4	0	0	0	4	5	1	22
Discussion/Working Paper (Published)	0	0	0	0	0	0	1	1	0	0	1	0	3
Edited Book/Volume	4	3	2	0	2	4	1	0	3	2	0	0	21
Essay - Published (Unitec only)	1	0	0	0	0	2	0	0	0	0	0	1	4
Exhibition - Curatorial Exercise	1	0	2	0	2	3	0	1	0	0	0	0	9
Exhibition - Group	25	21	20	5	12	6	6	2	4	3	2	0	106
Exhibition - Solo	2	3	1	2	1	3	0	0	1	0	0	1	14
Film/video	0	0	2	1	0	0	0	0	0	0	0	0	3
Intellectual Property	0	1	3	1	0	0	0	0	0	0	0	0	5
Journal Article	10	14	8	27	9	8	11	27	20	14	17	0	165
Other	3	1	3	0	0	1	0	6	3	3	4	0	24

Performance	0	0	0	0	0	0	0	0	0	2	8	0	10
Presentation (non-conference)	13	8	2	1	4	0	1	3	1	3	5	2	43
Report	1	0	0	1	2	3	1	2	3	0	1	0	14
Grand Total	**110**	**122**	**76**	**96**	**75**	**72**	**73**	**73**	**73**	**83**	**102**	**11**	**966**

Appendix 5 AACA NSCA 2021 Performance Criteria Mapping




Key to colour mapping on this document - Green must have evidence of assessment
On graduation from an architecture program — a graduate will
Specific Discipline Meanings
Research Project
Research Methods
Studio ARCH5122
Studio ARCH5121
Architectural Theory
Architectural Technology
Professional Business Management
Design Studio 3
Critical Studies 4
Architectural Technology 4
Professional Studies
Architectural Technology 3
Design Studio 2
Architectural Representation 2
Critical Studies 3
Critical Studies 2
Architectural Technology 2
Architecture and Context
Design Studio 1
Architectural Representation 1
Design Communication
Critical Studies 1
Architectural Technology 1
PC 34
Be able to apply principles and methodologies for presenting conceptual design proposals and associated information to clients, stakeholders and communities, including using culturally responsive methods appropriate to different audiences.
PC 35
Understand the operational and embodied carbon implications of chosen materials, components and systems.
PC 36
Be able to apply creative imagination, design precedents, emergent knowledge, critical evaluation and continued engagement with Aboriginal and Torres Strait Islander Peoples to produce a coherent project design. This should be resolved in terms of supporting health and wellbeing outcomes for Country, site planning, formal composition, spatial planning and circulation as appropriate to the project brief and all other factors affecting the project.
SNZ PC 36
Be able to apply creative imagination, design precedents, emergent knowledge, critical evaluation and continued engagement with Mana Whenua / Tāngata Whenua to producea coherent project design. This should be resolved in terms of Te Ao Māoi wellbeing outcomes, site planning, formal composition, spatial planning and circulation as appropriate to the project brief and all other factors affecting the project.
PC 37
Not applicable
PC 38
Not applicable
PC 39
Understand how the integration of material selection, structural and construction systems impacts on design outcomes.
PC 40
Be able to resolve and present a coherent detailed design solution within necessary timeframes to obtain client and stakeholder approvals.
PC 41
Not applicable
PC 42
Not applicable
PC 43
Not applicable
PC 44
Understand the roles and types of relevant consultants and suppliers as well as applicable construction terminology.
PC 45
Understand processes for selecting materials, finishes, fittings, components and systems, based on consideration of quality and performance standards, the impact on Country and the environment, and the whole life carbon impact of the project.
SNZ PC 45
Understand processes for selecting materials, finishes, fittings, components and systems, based on consideration of Te Ao Māori and the impact on the environment, and the whole life carbon impact of the project and quality and performaces standards.
PC 46
Understand the processes for producing project documentation that meets the requirements of the contract and procurement procedure and complies with regulatory controls, building standards, codes, and conditions of construction and planning approvals.
PC 47
Be able to complete and communicate on-time, accurate documents for relevant stakeholders, including drawings, models, specifications, schedules and construction documentation.
PC 48
Understand available procurement methods and their application to project delivery, considering relevant factors including project type, scale and coordination of contractors
PC 49
Not applicable
PC 50
Not applicable
SNZ PC 50
Not applicable at graduate level
PC 51
Understand the process of selecting qualified contractors in accordance with an agreed procurement method and construction contract.
PC 52
Not applicable
PC 53
Not applicable
PC 54
Understand the purpose of periodic site visits of construction works for quality assurance.
PC 55
Understand methodologies for record keeping, document control and revision status during the construction phase.
PC 56
Understand the purpose of identification of defects, rectifications and approval substitutions.
PC 57
Understand the principles of contract administration, including certification, variations, instructions, requests for information and practical completion.
PC 58
Understand the contract components – including all documents – and the process of executing a contract, as defined within the construction contract and in accordance with relevant building and planning codes.
PC 59
Not applicable
PC 60
Not applicable
Detailed Design and Construction Documentation
Design, Delivery and Construction Phase Services
Application
Understanding
Not applicable
Master of Architecture (Prof) / UNITEC
Year 2
Year 1
BAS / UNITEC
Year 3
Year 2
Year 1
ARCH5911
ARCH5801_Sem_1
ARCH5122_Sem_2
ARCH5121_Sem_1
ARCH5831_Sem_2
ARCH5841_Sem_1
ARCH5851_Sem_1
ARCH7111
ARCH7311
ARCH7411
ARCH7511
ARCH7410
ARCH6112
ARCH6213
ARCH6312
ARCH6311
ARCH6412
ARCH5601
ARCH5112
ARCH5213
ARCH5214
ARCH5311
ARCH6411